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ABSTRACT

The Experimental College in California as defined in this report is (1) esentially an extension of the regular faculty-proposed curricula; (2) distinctly a student activity; or (3) a combination of these two. A 1968 report outlined in detail the structure of each Experimental College. This report only summarizes that aspect and updates the information where necessary. Attention is focused instead on the background and evolution of the Experimental Colleges, the variety of programs that have grown out of them, the elements of success, and the problems encountered. The most recent Experimental College catalogs and experimental course lists are presented in the appendices. (AF)

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THE CALIFORNIA STATE COLLEGES

EXPERIMENTAL COLLEGE DEVELOPMENTS IN THE CALIFORNIA STATE COLLEGES

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EXPERIMENTAL COLLEGE DEVELOPMENTS IN THE CALIFORNIA STATE COLLEGES

Office of the Chancellor
Division of Academic Planning
November 1969

INTRODUCTION

"Experimentation and innovation" is a phrase widely employed in the academic world, yet to many college students the term has become meaningless in the context of the normal college structure. Any experimental or innovative program within the college framework deserves and in fact requires careful consideration and analysis, but the "red tape" can often be frustrating, particularly to students demanding rapid and sometimes radical change. Rather than incorporating the demanded changes hastily within the established college structure, and perhaps sacrificing a successful program for an experimental one which by its very nature implies the possibility of either success or failure, students and faculties throughout the country have established "Experimental Colleges" or "Free Universities" as vehicles for offering courses outside of the regular curriculum.

That a concise and consistent definition of Experimental Colleges is difficult, even for those programs within the California State Colleges, is not surprising, but rather to be expected by the nature of these enterprises. Since Experimental College policies are determined by the respective campuses, the structure and purpose vary from college to college, and even on individual campuses policies may vary from year to year. The programs range from highly structured "parallel colleges" operating under their own constitutions to impromptu versions of what used to be known as "bull sessions." For the purpose of this report, the term "Experimental College" will refer to three types of programs as defined at the September 1968 meeting of the Board of Trustees:

1. The Experimental College which is essentially an extension of the regular faculty-proposed curricula;
2. The Experimental College which is distinctly a student activity; and
3. A merger of the first two patterns.

Each of the above categories may be characterized by varying degrees of faculty, administrative, and/or student involvement. Students can significantly contribute to the first type even though it is primarily faculty-sponsored, and faculty can similarly participate in the second type even though it is student-directed. Within the third type, degrees of participation vary greatly. Several generalizations pertain to all three of the above classifications:

1. The courses in an Experimental College are not normally of the type found in a traditional college curriculum, and in fact are not usually offered within the official curriculum;

2. Courses are usually designed with the idea of relevance to students as a guiding principle;

3. Students are normally more involved in Experimental College course planning than in regular curriculum planning, if only to the extent of suggesting course topics.

Since publication of the June 1968 report, The Experimental Colleges Within the California State Colleges, a curricular development has occurred which blurs the distinction between what is an "Experimental College" and what is not. Partially as a result of student-initiated Experimental Colleges on some campuses, faculties have launched or given increased attention to "experimental courses," i.e. classes which are offered for credit but which do not have to go through all the usual channels of course approval and which are usually designated as temporary. In other cases, student-initiated Experimental Colleges have led to course revisions within the established curriculum. Because they are thus often closely related, and because a sharp distinction cannot be made, both experimental courses and Experimental Colleges are discussed in this report.

In addition to problems of definition, there are other impediments to presenting a comprehensive picture of the Experimental Colleges, particularly those that are student-organized. Since no attendance records are maintained in Experimental College courses, it is difficult to gauge the size and persistence of student participation. With no attendance requirements, the number of individuals in a given course can and does vary considerably from meeting to meeting. Further, a list of course offerings can be misleading since titles do not always accurately indicate course content. Many courses listed in the catalogs never materialize, or die for lack of interest after several meetings. Finally, there are no established lines of communication between the Chancellor's Office and students operating Experimental Colleges--information must be gathered from a variety of sources in an area where objectivity is often difficult to maintain.

Since the 1968 Experimental College report outlined in detail the structure of each Experimental College, this report only summarizes that aspect and updates the information where necessary. More attention is focused here on the background and evolution of the Experimental Colleges, the variety of programs that have grown out of them, the elements of success and the problems encountered.

The most recent Experimental College catalogs and experimental course lists are presented in the appendices.

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Background

A history of the Experimental Colleges in the California State Colleges must begin with San Francisco State College, the precursor of the entire movement with its original Experimental College in 1965. To gain a real understanding of the phenomenon, however, one must go back further to both the events and the students that contributed to the evolution of what is now known on eight State College campuses as "The Experimental College."

Generalizations about college students of the sixties are prolific and usually tend to be just that--quite general. Professor Charles Muscatine, in his exhaustive survey of education at Berkeley, found that although students had specific complaints regarding the University, the majority of those surveyed expressed basic satisfaction with their college experience.[1] The originators and promoters of Experimental Colleges throughout the country have not been representative of the bulk of average students, but rather students basically unsatisfied with their college experience; the type who, according to Muscatine, have chosen "alienated commitment" over the "ironic withdrawal" of the past.

In the early sixties, this "alienated commitment" took several forms--civil rights "Freedom Schools," Vietnam "Teach-Ins," protests against existing college and university policies, and a questioning of the relevance of a traditional college or university education. 1965 was the year of the Yale students' protest against the firing of a popular professor who had failed to meet the University's publishing requirements; it was also the year that Kansas students protested the prohibition of civil rights activities on campus. It should be noted that the Higher Education Act of 1965 brought students to the campus who would not normally have been able to attend college--students who added a new perspective to the entire college and who sometimes found that their own unique educational needs were not being satisfied. Of all the nationwide events, probably the 1964 Free Speech Movement at Berkeley had the most immediate impact on San Francisco State College students, many of whom found themselves close not only geographically but ideologically. After analyzing the immediate causes of the Free Speech Movement, Professor Muscatine outlines the following student motivations which can also be used to explain the development of the Experimental Colleges:

> Prior participation in civil rights causes, dislike of certain aspects of the University, an unsatisfied longing for the shared experience so lacking in the impersonality of Berkeley life, and dissatisfaction with their own unmotivated existence.[2]

Moreover, San Francisco students had had a history of activism probably unparalleled on any other State College campus. In 1960 a number of students were involved in a protest of the House Committee on Un-American Activities hearings being held in San Francisco which resulted in an altercation on the City Hall steps. Shortly thereafter a campus political party entitled SCOPE (Student Committee on Politics and Education) was formed, involving students in the concerns of civil rights, free speech, foreign policy, and a greater share in the decision-making process on campus. The party became involved in campus politics and managed to elect a majority to the Associated Student legislature in the Spring of 1961. Although the particular group dissolved, the spirit remained in campus politics; in 1962-63 students were granted voting membership on the college Committee on Student Affairs and saw the establishment of a free Speaker's Platform and a Human Relations Commission. Since that time students have secured representation on many policy-making bodies.

Three political parties at San Francisco, all successful in gaining control of student politics, followed SCOPE. The first, LSL (Liberal Students League) in 1963 advocated a better equipped library; the second, ATAC (Alliance Toward an Active Campus), in 1964 urged an expanded and diversified college lecture series; and the third, ATAC-II (Alliance Toward an Academic Community), in 1965 requested what eventually led to the Experimental College: a program of "academic supplementation by the Associated Students" with a "seminar and discussion of important issues." All three of the parties had campaigned for no censorship of any kind, civil rights and/or community involvement programs, student control of student services, and student involvement in major college decisions. The issues were clearly compatible with the idea of an Experimental College.

Among the other numerous events contributing to the establishment of the Experimental College at San Francisco was the hiring in 1964-65 of a visiting professor sponsored and funded by the Associated Students. Students had demonstrated further initiative by organizing a tutorial program which received support from community leaders, a private foundation and the San Francisco Public School system. Students regarded both activities as indications that they could initiate and administer viable programs of their own.

At the same time, free universities were cropping up in New York, Berkeley, Chicago, Detroit and Los Angeles. Richard Peterson has described the nationwide development of the free universities and Experimental Colleges in an article entitled "Reform in Higher Education--Demands of the Left and Right," as follows:

What about demands from the student anarchists for changes in academic affairs? Serious interest in educational reform on the part of students in the radical Movement began to pick up only in the past two years or so. Their efforts to work within established structures, however, have seldom led to more than token gestures, for at least two reasons. First, the radicals have been less successful in mobilizing moderate students around educational issues; our survey data show this. Secondly, of course, the faculty can normally be counted on to resist almost all demands for reforming instructional practices, course offerings and so forth.

What the anarchist-inclined students have typically done, then, is to work outside the established structures to build so-called "parallel institutions"--the free universities and experimental colleges, which currently operate on the edges of upwards of 300 colleges and universities. The Experimental College at San Francisco State is presently in its fourth year.

It is as important to understand that these students want to have a say in determining the nature of their academic experiences as it is to understand the specifics of what they want. Unless authority in academic planning is shared meaningfully with students, the anarchist five per cent are not going to be happy.

This said, what kind of learning experiences do they want? As regards course content, they mainly want courses in which they can consider radical analyses of the country's and the world's great social problems, and courses in which they can consider themselves--existential psychotherapy, varieties of sexual response, Zen, encounter groups of all sorts. When possible, they want opportunities for direct work in the real world--as in the ghetto. On campus they want intensely personalized classes that allow the students, through interacting with each other, always to learn about themselves, as well as the content of the course. They want no ritualistic requirements such as required attendance, periodic examinations and other appeals to presumed competitive motives; and they would prefer not to study within the confines of specialized disciplines. As Kenneth Keniston has noted, the young radicals are anti-academic, not anti-intellectual.

> In sum, we have a small but growing segment of the national student body, comprised of both New Leftists and the nonpolitical hippies, which wants to replace the present university with something which makes for greater community, human freedom and personal growth.[3]

There is a certain amount of unfairness and prejudgment in both Peterson's label of "anarchist" and his assumption that the faculty will resist almost all demands for reforming instructional practices. However, worthy of attention is his evaluation of what the students want in their education. Ralph Keyes, in an article entitled "The Free Universities," also attaches a label to the early Experimental College organizers, but carries his assessment one step further:

> These early efforts [Free Universities] were generally more militant than free and too often suffered from what Harvey Wheeler, a staff member of the Center for the Study of Democratic Institutions, called "a suffocating Marxist commitment." New Left groups, particularly Students for a Democratic Society (SDS), quickly picked up the idea and began to organize free universities. Michigan, Texas, Colorado, Ohio State, Florida, Wisconsin and Minnesota became nervous hosts to "counter-university" squatters.
>
> But an interesting evolution soon began to occur in these academic fifth columns. If free university founders were often left-wing ideologues, many of the teachers and most of the students wanted simply to teach and learn in a free atmosphere. The anti-establishmentarians were soon faced with the choice of trying to whip their creations into line, allowing them to go their own way, or simply letting them die.[4]

This is an important point to bear in mind when looking at the Experimental Colleges today. While the original organizers may have been a small group of vocal campus radicals, the Experimental Colleges have had to attract the mainstream of college students in order to survive. One method of doing this has been to offer courses which appeal to a wide variety of students. Another method consists of bringing into focus what is wrong with the institution; challenging all students to improve the educational experience and make it relevant.

Muscatine notes the impact of what he calls the "non-conformist" student on the rest of the student body; his comments help to explain how a wide cross-section of the student body can become involved in such a venture as the Experimental Colleges.

> . . . for various reasons, partly extrinsic, partly indigenous, the number of students who are susceptible to discontent with the University is likely to grow. It is, of course, impossible to know whether the number of alienated students will actually increase and what form alienation may take in the future. Much will probably depend on the attitude of the University. For the time being, however, we must recognize their presence, their feelings, and their influence. Even the large number of generally satisfied students cannot isolate themselves from non-conformist attitudes and ideas: they react positively or negatively. In the middle ground, there are many more students who share with the non-conformists their doubts about some aspects of the University. Educational changes that will affect the attitudes of the more intelligent and often more discontented minority will affect the attitudes of the entire student body toward the University. We need to understand the mentality of these intelligent non-conformist students.[5]

Much of the background material on the Experimental Colleges has focused on San Francisco State College because the successful initial venture on that campus was indeed instrumental in promoting the establishment of other such programs within the system. Two Experimental Colleges--one at Humboldt and one at Long Beach--were established in the Fall of 1966, immediately following the San Francisco venture. While separate events on each campus are undoubtedly contributory to the establishment of individual Experimental Colleges, those that followed San Francisco can be explained more in terms of a nationwide trend, particularly by the 1966-67 academic year, when five additional Experimental Colleges were initiated in the system. However, to write these off as "bandwagon" eneavors would be simplistic; in each case, the Experimental Colleges were founded because students felt that something was lacking in the formal education process. Unlike the initiators at San Francisco, the later Experimental College founders had the advantage of numerous successful models to emulate, and the "Experimental Colleges" could thus be less and less "experimental."

History and Structure

1965-66

In the Fall of 1965 San Francisco State College students, following up on the pledge of "academic supplementation by the Associated Students" with a "seminar and discussion of important issues," organized two seminars: "Organizing," which involved community work, and "Education and Personal Values." In planning for the larger Experimental College undertaking which was to grow out of these seminars, students chose not to take the route of the already existing free universities, because of the lack of impact which these programs had on the parent institutions. In addition to the goal of making the college an integral part of the community--making it relevant to the concerns of its students and the community at large--the students at San Francisco, according to Ralph Keyes, further diverged from the free university concept.

> They deliberately avoided getting stuck in a posture of self-conscious militancy, preferring instead to "build a model," a positive alternative that would parallel the existing college. "Creative tension" was to exist between the two, said Jim Nixon, 25-year old graduate student in philosophy who coordinated the original effort. "If you can get the sense of what you want to build," he explained, "then you can go to college, take what is useful in it and avoid hostilities."[6]

The Experimental College at San Francisco began to grow in the Spring of 1966, when 400 students signed up and 350 came to the first class meetings. From the beginning the Experimental College was an Associated Students-sponsored activity and received funding through this source, with the approval of both the Executive Committee and the Legislature of the Associated Students. As with all student activities, meeting places on the campus were assigned on a space-available basis for some of the Experimental College courses after all regularly offered classes had been accommodated. Experimental College classes were proposed, organized, taught and attended by anyone expressing an interest. All faculty participation in the teaching of experimental courses was voluntary and above the regular teaching load.*

1966-67

By the Fall of 1966, 1,200 San Francisco students registered for approximately 70 classes. The Fall catalog contained a statement which outlines the aims of many of the Experimental Colleges:

*This review is intended as a summary. A more detailed description of the organizational aspects of the Experimental Colleges is included in the June 1968 report entitled The Experimental Colleges within the California State Colleges.

> The idea is that students ought to take responsibility for their own education. The assertion is that you can start learning anywhere, as long as you really care about the problem you tackle and how well you tackle it. The method is one which asks you to learn how you learn, so you can set the highest conceptual standards of accomplishment for yourself. The assumption is that you are capable of making an open-ended contract with yourself to do some learning, and capable of playing a major role in evaluating your own performance. The claim is that if people, students, faculty and administrators work with each other in these ways, the finest quality education will occur.

In the Fall of 1966 students at Humboldt State College formed the Experimental College Committee, which worked with faculty members under the sponsorship of the Associated Student Body. Realizing potential faculty contributions, the staff of the Experimental College recommended a Faculty Advisory Board which was appointed by the Associated Student Body President and approved by the Student Legislative Council. During the first quarter of operation, nine courses were offered in conference rooms of the Campus Activity Center. However, student interest was low for reasons which will be discussed later. To revive enthusiasm, the Advisory Board and staff organized a successful film festival, featuring experimental student films.

One other Experimental College--that at California State College, Long Beach--was established in the Fall of 1966. The program was admittedly modeled on the idea of "student initiated education" at San Francisco. Again, faculty members were involved and the College President monitored the activities. Like the programs at San Francisco and Humboldt, the Experimental College at Long Beach began under the direction of the Associated Student government, which financed the venture and established a commission called the Experimental College Board, composed of four faculty, four students, a student chairman, a non-voting Executive Secretary and the Associated Students President as an ex-officio member. The Long Beach program was probably the most highly structured of the three original undertakings. Explicit duties of the Experimental College Board were outlined. Course organizers were required to report regularly to the Board and submit evaluations at the conclusion of each offering. Each course was supposed to have a consultant--a member of the faculty, administration, or qualified "visiting consultant"--who had to be approved by the Board and be available for advice. In addition, the presence of the consultant was requested for any course meeting off-campus. Specific rules were developed for course organization, including approval of each class by the Advisory Board. Course regulations dictated that no Experimental

College course could be used for committing direct political action, such as a demonstration, nor could it support political candidates. Only students, faculty, staff members, alumni and their families were allowed to attend, and freshmen could take only one such class per semester.

While the highly structured Long Beach approach differed from the flexible program at San Francisco, both Experimental Colleges began with similar goals and met with a considerable degree of success. Long Beach structured its program, which began in 1966 with 12 courses, in accordance with the following philosophy:

> The Experimental College of CSCLB, organized with the cooperation of students, College faculty and administrators, under the offices of the Associated Students, Inc., is based upon a three point philosophy.
>
> I. STUDENT INITIATED EDUCATION. "Courses" are founded purely for and by those wishing to learn. Grades, units, and degree requirements are not to be regarded as the goal of nor the means for the learning process.
>
> II. COMMUNITY OF SCHOLARS. All participating in the program will be participating as "students" whether they be faculty, administrators, students, or even former students of the normal college institution.
>
> III. EXPERIMENTAL APPROACH TO TRADITIONAL OR NON-TRADITIONAL SUBJECT AREAS. Because of the single goal of the Experimental College--it can offer a far greater curriculum flexibility than the normal institution. Experimental organizational and teaching approaches may be used for subject areas covered in the traditional institution as well as for subjects not normally found in any college curriculum. The key is neither the method nor the subject. Rather, it [will] be that the felt need and interest is enough for those involved to initiate and organize an actual course to satisfy their learning need.

By the Spring of 1967 three additional Experimental Colleges had come into existence. At San Diego State College, the Experimental College grew out of interest created by an off-campus program initiated by students, called the New College. The original request for the Experimental College was sent to the Student-Faculty Activities Board, which in turn sent a recommendation to the Associated Students Council, which accepted the program as a student organization but did not fund it. This status did allow the Experimental College to use campus facilities on a space-available basis. As at Long Beach, the President at San Diego State College has had some direct authority over the Experimental College since he not only appoints faculty members to the Student-Faculty Activities Board but also endorses each official student organization. Courses at San Diego can be initiated and attended by anyone, but course proposals have to be presented to the directors and advisory committee of the Experimental College for approval. A faculty advisor is available to the committee for consultation. While faculty involvement has not been as high in the administrative area as has been the case at Long Beach, some faculty members did volunteer to teach courses. For the most part, San Diego students tried to avoid too structured a situation, stating, "Flexibility in course content and structure will be the atmosphere of the Experimental College." The Spring program began with two classes and 28 participants.

San Jose State College began a highly-structured Experimental College in the Spring of 1967, again sponsored and funded by the Associated Students. The Experimental College Board of Trustees on that campus was composed of a chairman and five students, all appointed by the Associated Students President; two faculty members, appointed by the Academic Council; the Associated Students President; and one member of the San Jose State College administration, appointed by the College President. All courses--open only to students, faculty, administrators, and their immediate families--were subject to approval by the Experimental College Board of Trustees. Even though the program was not initially funded by the Associated Students, it operated as an official Associated Student function, and as such, could use campus facilities on a space-available basis. Interest during the first semester was reportedly high.

Employing the term "Experimental College," the faculty at Fresno State College introduced in the Spring of 1967 what was the first faculty-initiated enterprise. While students at other Experimental Colleges hoped that formal curriculum revision would be one result of the "quest for relevance," the faculty at Fresno established its Experimental College for precisely this purpose. From the beginning, all courses were offered within the established college structure for academic credit. What set the courses at Fresno apart from the normal curriculum was the way in which they were proposed and their temporary status. The Experimental College was designed primarily as a "testing ground" for new courses, which consequently did not have to go through normal course aproval procedures. An Experimental College Advisory Board, including both faculty and students, was established as a sub-committee of the Academic Policy and Planning Committee in order to evaluate course proposals and outline policies. Financed by the President's Club Fund, the Experimental College at Fresno began by offering two courses. The philosophy of the program was explained in an Experimental College bulletin as follows:

> The Experimental College at Fresno State College provides authorization, machinery and funds for experimentation in education without long-range commitments to the allocation of staff and facilities for educational activities whose success cannot be guaranteed. It also permits this experimentation to occur without the delays that are necessary before new courses and programs can become part of the all-college curriculum. Its courses and programs are designed for eventual incorporation into the general curriculum of Fresno State College. If after one year an experimental course or program does not appear to justify such inclusion, it is normally dropped from the offerings of the Experimental College. College policy establishes an absolute limit of three years.
>
> The Experimental College encourages experimentation with course content, interdisciplinary courses, experimental programs in teacher training, altering of the academic calendar and the unit value of courses, new grading systems, freshman seminars, tutorial courses, independent study programs and other kinds of innovation related to instruction. It also recognizes that genuine and profitable educational experiences can be related to temporary or "topical" concerns of students when these activities are carried out under the supervision and guidance of mature faculty members operating under college auspices.

During the 1966-67 academic year students at Chico State College also attempted to initiate an Experimental College, but finding little student support, turned to yet another alternative. The Community Action Volunteers in Education Tutorial Program (CAVE) grew out of the same concerns that motivated many of the Experimental College founders, i.e. a concern for the disadvantaged, which was related to the goal expressed by the San Francisco students: making the college a relevant part of the community. The CAVE program began by sending students into the community and its schools to offer tutoring to disadvantaged and minority students.

1967-68

San Francisco's Experimental College, although marked by both internal and external dissension, listed 76 classes in its Spring 1968 catalog. The Long Beach Experimental College catalog contained eight courses, although this is not indicative of the actual number since courses at Long Beach did not follow the semester pattern, but could begin and end at any time. Meanwhile, the Experimental College at Humboldt was faltering through what was soon to be its last year.

San Diego's Experimental College grew during the 1967-68 year, listing 22 courses during the Fall semester and 11 in the Spring. At San Jose, 29 classes were proposed for the Fall and 14 were offered during the Spring semester. Fresno's attempt at a faculty-initiated Experimental College had grown from two courses in the Spring of 1967 to 12 courses in the Fall of 1967 and an enrollment of 206. By the Spring of 1968, 19 classes were offered and 474 students were participating.

Three Experimental Colleges were founded in the 1967-68 academic year. After planning sessions during the Spring of 1967, California State College, Los Angeles students began operation of their Experimental College during the Fall quarter of 1967. By January 1968, they presented an "Experimental College Code" to the Associated Students which established an Experimental College Coordinating Committee responsible for policy development. The Committee, composed of students, a faculty advisor, and a student coordinator, is responsible for evaluating and approving course proposals coming from either students or faculty. Again, as an Associated Student function, the Experimental College has access to classrooms on a space-available basis. Courses are open to anyone wishing to attend. During the first quarter, before a real structure had been set up, the Experimental College was termed a "moderate success;" by the second quarter, 17 courses were scheduled.

Also in the Fall of 1967, California State College, Dominguez Hills followed the loosely structured approach with a program sponsored by the Associated Students Council, made up of both student and faculty members. Students were allowed to present courses, open to anyone, on any topic of interest. The Spring 1968 catalog, which listed four courses, stated "It is your College. You decide what you want to do and then do it. You approach an idea, a subject, a problem, a group of people in the way you feel most comfortable. The only demands made upon you are those which you make upon yourself."

In the summer of 1968, the Carnegie Corporation granted $50,000 to San Francisco State College students to finance educational and community service projects which had been operating in connection with the Experimental College. The grant provided students with primary responsibility for managing programs involving youth and adult residents in the poverty and ghetto sections of San Francisco. Associated Student funds had been financing such work previously, and the Carnegie grant allowed an expansion of the program under the direction of the Center for Educational Innovation. Included among the summer projects, according to the Daily Gator, were:

> . . . tutoring programs for elementary and secondary school pupils in disadvantaged areas, work-study experience for students and community youth,

helping ghetto and ethnic groups to organize and manage their community life, devising and conducting special ethnic studies in the Experimental College, and a film unit designed to provide professional training for youth while documenting the summer project and producing films on ghetto life intended to improve communication and understanding among segments of the San Francisco community.

1968-69

The San Francisco summer project helped reinforce the close working relationship between many Experimental College students and the School of Education. Of the 63 classes and projects listed in the Fall 1968 catalog, many were involved in the problems of teaching and learning, some even being offered cooperatively with the School of Education. The Experimental College at San Francisco offered only a few classes in the Spring of 1969 due to a lack of funding.

During the 1968-69 academic year, seven of the Experimental Colleges continued to function and five more were added. The Experimental College at Long Beach continued to grow, with 27 courses offered in the Fall and 31 in the Spring, some of which were carry-overs from the Fall. Strides were made during that year by several departments to involve students in policy-making decisions in regular curricular matters through student-faculty committees. At San Jose's Experimental College, the number of course offerings had increased to 29 in the Fall of 1968 and 44 in the Spring of 1969. Experimental College directors there estimated student enrollment for the Spring semester at between 600 and 1000.

San Diego's Experimental College was also growing, with 22 classes offered in the Fall and 38 in the Spring. Spring attendance was estimated at over 500. At Fresno, enrollments had grown from 474 the previous Spring to 799 in the Fall of 1968, with 21 courses, four clusters (a group of courses organized around a central topic) and one project. Spring 1969 enrollment figures indicated 770 students participating in 38 classes, one cluster, and one project.

At California State College, Los Angeles, the student-run Experimental College, which did not receive funding in 1968-69, was reported as virtually non-existent. Another program, entitled "Tell It Like It Is," was proposed and conducted by a 37-year old freshman on that campus. Designed as a program to "rediscover yourself," "Tell It Like It Is" drew 42 applicants, 20 of whom remained with the program.

Students at Dominguez Hills and San Fernando Valley State College continued to operate small Experimental Colleges during 1968-69 under the auspices of the Associated Students.

In the Fall of 1968 students at California State College, Hayward drew up a constitution establishing an Experimental College on that campus as a function of the Associated Students. The stated purpose was "to foster and encourage students in the teaching-learning experience and to engender in students an imaginative attitude and a freedom of spirit." The Experimental College Board consists of three students recommended by the Experimental College Director and appointed by the Council, three faculty or staff members recommended by the Director and approved by the College President, a College administrator appointed by the President who could serve as Chairman of the Experimental College Board, and the Director of the program, *ex officio*. The program at Hayward is another example of a highly-structured situation with substantial faculty and administrative involvement. Instructors, who have to be approved by the Executive Committee of the Experimental College, may come from the student body, the faculty, or the community. The Constitution specifies that instructors are to notify the Director at the end of each quarter as to the number of class sessions held and the number of students in attendance. Approximately 36 students attended five classes during the Fall 1968 quarter; during the Spring three classes drew about 24 students.

Planning sessions with the Academic Vice President throughout the Spring of 1968 resulted in the establishment of an Experimental College at Sacramento State College entitled "Know Credit," which first offered courses in the Fall of 1968. Policies were determined by a Coordinating Committee and an Experimental College staff, which operated as part of the Associated Students; courses could be proposed and attended by anyone. The preamble to the catalog stated:

> We feel that the American educational establishment has proven incapable of meeting the needs of our society. It often discourages students from thinking critically, and does not afford them meaningful training to help them understand the crucial issues confronting mankind today. . . . A revolution in American education is required to meet today's needs, and a new type of education--a free college--must provide the impetus for change.

Response to the initial program was extremely high; 459 students enrolled in 18 classes scheduled for October. By November three classes were added, and under the structure set up by the Coordinating Committee, at least one new course was to be added each month.

California State Polytechnic College, Kellogg-Voorhis was the third college to initiate an Experimental College in the Fall of 1968. The Associated Students formed a "Center for Experimental Education." By the Winter quarter, 13 non-credit courses were being offered.

Another Experimental College was established in the 1968-69 academic year at California State College, San Bernardino. Students began operating the "Community U" in the Spring of 1969 and opened classes to anyone interested. The initial eight courses attracted 159 students, and the program was continued in the summer with nine classes and approximately 69 students. Officials at that college report little or no faculty involvement, but the undertaking has received a small allotment from the Associated Students and, as an Associated Students function, has been able to hold some classes in campus facilities on a space-available basis.

At Chico State College, a unique program was initiated in the Spring of 1969. Students and faculty together designed a series of 12 experimental credit courses. Like Fresno, Chico chose to use the terminology "Experimental College"; on all other campuses where such credit-earning programs are in effect the terminology "experimental courses" is employed. In the initial semester, members of the faculty were involved in the development of each course, which was subject to approval by the appropriate departmental faculty and school. Funding during the first semester came from a Danforth Foundation grant.

1969-70

At the time of this report, only three large student-run Experimental Colleges are operating. Long Beach, San Diego and San Jose--the three largest institutions in the California State College system--offer a number of Experimental College courses and have substantial support from students, faculty and, in some cases, members of the community. Fresno's faculty-initiated Experimental College and Chico's faculty-student venture are both continuing successfully. In addition, four small Experimental Colleges--those at Cal Poly, K-V, Hayward, Los Angeles and San Bernardino--remain in existence. Administrators at Dominguez Hills, Humboldt, Sacramento and San Fernando Valley, however, report that the programs on those campuses are either in the process of fading out or have ceased operation. San Francisco's Experimental College is inoperative due to a lack of funding.

Of the three large existing student-run Experimental Colleges, the one at San Diego is the most sizeable. The current catalog, listing 54 course offerings, is reproduced in Appendix K; it is estimated that enrolled students on that campus comprise 90% of the 1,200 individuals attending Experimental College courses. Faculty members and community residents account for the remainder. San Jose's Experimental College, although not offering as many courses as it did in previous years, has scheduled 29 classes and projects shown in Appendix N. Appendix C lists the 25 classes and sections projected at Long Beach. Fresno's faculty-initiated undertaking is presently offering 32 courses, listed in Appendix J, and Chico's Experimental College offers 17 courses shown in Appendix I. Chico's Associated Students voted to appropriate money from their 1969-70 budget to supplement the Danforth Foundation grant to Chico State College which has financed its Experimental College. In addition, some non-credit courses have been added to Chico's Experimental College curriculum.

Among the smaller Experimental Colleges, that at Hayward remains relatively the same size; its five course offerings are shown in Appendix A. Cal Poly, K-V's program has diminished from 13 courses last Spring to five this quarter, listed in Appendix G. Appendix E shows nine courses at Los Angeles, where the Experimental College has once again received funding from the Associated Students. In addition, the "Tell It Like It Is" program on that campus is reportedly continuing.

San Bernardino's "Community U" operates at approximately the same size as last Spring, as shown in Appendix F. The two courses offered by the Experimental College at San Fernando Valley State College are listed in Appendix L. Administrators there report that while the Experimental College is practically extinct, attempts are being made to revitalize it by next Spring. Reasons for the demise of some of the Experimental Colleges and for the success of others are reviewed later in this report.

A history of the Experimental Colleges to date should, however, not end at this point, because on many campuses--even where the Experimental Colleges themselves have lost momentum--carefully considered innovative programs have grown out of them, both directly and indirectly. The working relationship which evolved between Experimental College students at San Francisco and the School of Education on that campus has already been mentioned. Students' attempts to make education an interdisciplinary undertaking were reflected in some of their Experimental College course offerings. The college has now initiated an experimental education program, under which the Extension Division operates a Center for Environmental Education, in which all courses have been approved by the Dean of the School of Education and the appropriate department chairmen for credit. According to its catalog, presented in Appendix M, the Center is simultaneously concerned with three aspects of the environment of man:

1) Ecology--the crises of man's relationships to his natural environment.

2) Social Ecology--the social, political and economic environment; the effects and interrelationships of social problems;

3) The environment of education as it relates to the ability of each child to grow to his greatest creative potential understanding and satisfaction in dealing with his environment.

To date, only two of the courses, namely "Other Ways" and "Joy in the Classroom," have had sufficient enrollments to materialize. San Francisco also offers "experimental courses," similar to those at Fresno, in other curricular areas.

Several programs reflect the type of planned innovation which could eventually replace the Experimental Colleges by responding to what students have regarded as their "unmet needs." San Jose State College, after several years of planning, is operating "New College"--a "living-learning center" housed in a dormitory, planned as an administrative unit within which innovative programs could be developed, tested and evaluated. "New College" responds to two of the compelling motivations behind the Experimental Colleges--it breaks down the impersonality created by a large campus through grouping students and professors in a close "living-learning" situation, and it attempts to relate what is frequently an unrelated four-year series of classes by taking an interdisciplinary approach. Students are included in the planning of their own education, which is based on a General Studies program for the first two years in which they pursue "The Study of Man," taught by teams of social and natural scientists and humanists. A small number of undergraduate students is selected for independent study. Upper division students are exposed to "Contemporary Studies" through independent study, group learning, and research activities. This arrangement affects at present only 400 students--a small percentage of San Jose's student population.

In another response to the impersonality of education and the lack of relationship among the series of classes in a normal four-year curriculum, Sonoma State College has proposed a group of "cluster colleges" to operate around the core campus. The approach will at least in part be interdisciplinary, organized around such cluster groups as "Liberal Studies," "Urban Studies," "Environmental Science," "Personal Development and Understanding" and "Creative Expression."

As a direct outgrowth of the Experimental College movement, "experimental courses" are now being taught on four campuses in addition to Chico, Fresno and San Francisco. Like Fresno's Experimental College, the experimental course programs differ from the traditional Experimental Colleges in that courses are offered within the curriculum on a credit basis; however, since they have not achieved full curricular status, they are not listed in the college catalog. Hayward is offering eight experimental courses this semester, as shown in Appendix B. Developed by faculty members and approved for credit by a faculty committee, they do not have to go through normal course approval channels, and can thus be implemented more rapidly than regular courses. They are staffed by a special allotment from the college faculty pool. Experimental courses at Hayward must satisfy any one of three criteria: the subject content must be interdisciplinary, intercultural, or of contemporary relevance. All of Hayward's experimental courses satisfy upper division General Studies requirements.

Cal Poly, SLO has instituted a similar program, and like Fresno, offers experimental courses for a maximum of three years. Courses do not appear in the college catalog but carry full credit. They are subject to review by the department head, the school dean, and the Academic Vice President. Since only approved courses can be included in the Faculty Staffing Worksheets, the experimental courses are taught with available faculty. Appendix H lists the experimental courses offered at Cal Poly, SLO during the 1969 Fall quarter.

Long Beach has also instituted a program of experimental courses. The purpose is explained in the Experimental Courses Handbook:

> The Experimental Courses Program is designed to encourage educational innovation and experimentation by freeing a limited number of course offerings from the standard rules and procedures. By the program the college hopes to permit a more flexible and rapid response to new situations, ideas, and needs, and to encourage new departures in methods of instruction, interdisciplinary learning, unit allocations, scheduling, faculty assignments and student-instructor relationships.

Students at Long Beach are allowed up to 12 units of credit for work done in experimental courses, which again do not appear in the college catalog but are subject to endorsement by the department and the dean or curriculum committee of the appropriate school. If the experimental course is not incorporated into the curriculum after three years, it is dropped. A list of Long Beach's 34 experimental courses is found in Appendix D.

The innovations cited with regard to institutional curriculum-making attempt to answer at least some of the questions raised by the Experimental College organizers and supporters. Teaching and learning problems in the context of contemporary American society are of course too numerous and complex to be resolved by any one streamlined and improved program, but the changes outlined above indicate openness to review and revision, and they may--responsibly implemented--have far-reaching importance.

II. Experimental College Courses and Academic Status

Since every man in a democracy sees things differently and has different ideas concerning learning theory, it is small wonder that curriculum is a battlefield. Notice that the battle itself is really an insignificant part of curriculum, but that curriculum is the battle site. The causes lie in the past, the vested interests, the clash of dogmas, and the lack of mutual support of institutions in our whole society.

August Kerber and Wilfred Smith
Educational Issues in a Changing Society

Experimental Colleges cannot avoid being linked with their respective campuses; the college name appears on the course catalog, and it is generally difficult to make a sharp and clear distinction between the so-called Experimental College and the official collegiate institution. An examination of the types of courses offered in the Experimental College and of the kind and extent of administrative control is therefore important. Also of concern are the provisions for academic credit earned through Experimental College course work. Finally, trends in course offerings and the popularity of certain topics can serve as an index of student interests and needs, and as one means for evaluating the adequacy of the established curriculum.

The fact that all of the student-initiated Experimental Colleges operate under the auspices of the Associated Students results in two important considerations. First, as Associated Students functions, the Experimental Colleges are normally entitled to use campus facilities on a space-available basis. This sets them apart from the many "Free Universities," which hold classes off-campus and are independent of regular campus authority, even though they often use the name of the college with which they are associated. Since all of the Experimental College founders in the California State Colleges chose to remain connected with the parent campuses, channels exist for exerting overall administrative review and responsibility.

Depending on the structure of the Associated Student organization and the structure of the Experimental College, administrative intervention can occur more quickly in some cases than in others. The three largest student-run Experimental Colleges in the system have faculty members on their Boards and are closely connected with the college administration. It has already been noted that all official student organizations at San Diego State College, for instance, are subject to presidential approval. In addition, the president at that college appoints faculty members to the Student-Faculty Activities Board, which works with the Associated Students. Moreover, course proposals have to be presented for approval to the directors and advisory committee, which includes a faculty advisor. There are then, with regard to the Experimental College at San Diego, direct lines of established authority.

At Long Beach, faculty members comprise four of the nine voting members of the Experimental College Board which must approve each course. Course organizers report regularly to the Board, and each course has a faculty advisor who is to be present at all off-campus functions. In one potentially problematical class, the consistently popular wine-tasting or enology, students set up their own rules. All participants had to be 21 or over, the class was always to meet off-campus, and a faculty advisor was to be present at all times. In the Fall of 1968, a class approved through normal channels--

"Underground Newspaper and Communications Company"--published and distributed what some regarded as an obscene newspaper. The Dean of Students informed the publishers that they were in possible violation of the Penal Code of the State of California, whereupon the students agreed to cease publication of the newspaper.

As to the third large Experimental College, that at San Jose, the Experimental College Board of Trustees, which must approve all courses, includes two faculty members and a representative from the college administration. Channels of control were used in the Spring of 1969 when two courses that had passed through all course approval procedures and offered the option of credit--"Contemporary Soviet Civilization," taught by William Mandel, and "The New American Republic," taught by Tom Hayden--were questioned. The President of the college conducted a thorough investigation of these courses, and concluded that they should be retained.

Under the conditions described above, the likelihood of an incident similar to that involving San Francisco's Guerilla Warfare class in 1968 is greatly diminished. The criticism incurred in that incident did not go unheeded. The evidence cited indicates that college administrators are carefully observing Experimental College developments on their own campuses. Students, also aware of potential problems, do not wish to jeopardize what is for the most part a valuable undertaking by offering even one highly controversial course; they will rather, as exemplified at Long Beach, formulate their own rules in anticipation of potential problems. Finally, on the large campuses, students have been operating the Experimental Colleges long enough to be aware of the limits to which they can proceed without being subject to adverse publicity and administrative intervention.

Trends in Experimental College Courses

Several factors determine the types of courses that are offered in the Experimental Colleges. Each class must be sufficiently interesting to motivate self-learning; at the very least, it has to be appealing enough to attract students week after week. As already indicated, the offerings must cover a variety of subjects broad enough to attract a number of students to support the venture. The tenor of the course listings on each campus, at least after several years of operation, may thus well reflect the makeup of the student body.

There are three general categories of courses which have proven consistently popular and appear repeatedly in Experimental College course listings. Sensitivity training courses--encounter groups, personal awareness, and group dynamics--are presently offered by six of the student-run Experimental Colleges. Topics of a controversial nature have also been popular, not only because they are of interest to students but because they can generate lively discussions and inspire independent learning. This category is comprised mainly of current issues and social and political trends. Closely related to both categories is a third which has been listed often in Experimental College catalogs: the role of man in contemporary society.

The chart on the following page indicates the number of courses, classified by subject area, offered by the student-run Experimental Colleges on each State College campus. The content of some courses is such as to render them virtually unclassifiable; in addition, one characteristic of Experimental College courses seems to be their interdisciplinary nature, necessitating some rather artificial distinctions. For instance, many of the science and technology courses are taught with a humanistic approach and are closely related to other categories.

Several areas of particular interest have been noted specifically on the chart, mainly the classes on violence and non-violence and the courses in draft counseling, both of which have been popular offerings for some time. The chart also indicates several discernible trends. First, the number of subject areas has broadened considerably over the past few years. Secondly, the number of foreign language offerings has diminished, probably because students found it difficult to learn a language in one semester. Finally, the number of courses dealing with ethnic and minority studies has greatly diminished--undoubtedly because of the inclusion of such courses in the regular curriculum.

Of the three most popular categories mentioned earlier, probably the area of controversial topics has occasioned the most concern. Included in this category on the chart are the areas of Violence and Non-Violence, Social and Political Trends, and a few of the courses involving Man in Contemporary Society. These are naturally relevant topics. Courses on Marxism, violence, and revolution, for instance, have been standard Experimental College fare for several years. In some cases, however, the course titles can be misleading; certainly more important is the course content and the way in which it is taught. The courses on violence furnish an example of inappropriate terminology. While many used to carry such labels as "Seminar on Violence," the misnomer was recognized and most have been changed to seminars on non-violence. Such courses and workshops are now being offered by four student-run Experimental Colleges and two campuses with experimental courses. The class at San Jose is taught by a retired Baptist minister who emphasizes the teachings of Gandhi as an alternative to

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NUMBER OF COURSES BY TYPE IN STUDENT-RUN EXPERIMENTAL COLLEGES

Category	Hayward	Long Beach	Los Angeles	San Bernardino	Pomona	San Diego	San Fernando Valley	San Jose
Social and Political Trends		11	2	1	1	7		5
Man in Contemporary Society		1				5		1
Personal Relations	1	1	2			5	1	6
Arts and Literature	3	3	2	2		6		3
Religion and Philosophy		1	1	2		9		3
Crafts and Hobbies		5			1	6		2
Ethnic and Minority Studies					1	3		2
Education						1	1	2
Foreign Languages				1		2		
The Occult						2		1
Community Service						1		2
Science and Technology					1	3		
Violence and Non-Violence	1			1		1		1
Draft Counseling		1			1	2		1
Other		3	2			5		2

violence; Hayward's "Seminar on Violence" is taught by a nun who serves as pastoral advisor to the Newman Center. At Fresno, the course is taught at the Campus Religious Center and stresses the theories of non-violence from sociological, psychological, philosophical and theological perspectives. Last year, San Jose's Experimental College conducted a year-long seminar on the psychological, philosophical and societal roots of violence as a basis for learning how to avert it.

However, such courses, while the most popular, reflect only one side of the Experimental Colleges. While these student-sponsored undertakings were motivated by a feeling that not all educational needs were being met by regular instructional provisions, many courses are not at all academic in nature and were never intended to influence the curriculum--they are merely indicative of broad student interests. Guitar classes, now offered on four campuses, have always been popular. Other types of courses range from San Diego's "Reflective Approach to Hair Care" to a class once offered at Long Beach in the "Aerodynamics of Paper Airplane Folding" and Cal Poly, K-V's class last Winter in "Contract Bridge." Such courses have become more and more common as the Experimental College promoters have tried to reach a broader spectrum of individuals.

It is a pragmatic fact that the initial enthusiasm of experimentation for its own sake must eventually be replaced by enthusiasm for quality. The final assurance of reaching and retaining enough students to support the venture rests in offering quality programs. There are several examples of the potential which the student-run Experimental Colleges have and the role which they are capable of playing. The Experimental College at San Jose is currently offering a program entitled "The Unprecedented Crisis"--a series of lectures dealing with problems of the ecological system. A full description of the program is reprinted in Appendix O. In the Spring of 1969, Senator Mervin Dymally conducted an Experimental College course at Sacramento which dealt with the role of a legislator and the negro in politics. On three campuses, community service projects are part of the Experimental College this Fall; San Francisco also had many programs of this type when its Experimental College was operative. Fresno offers a credit project developed by the Educational Opportunities Program to provide counselor aides for local high schools with minority enrollments. At San Diego, one Experimental College course is designed to develop a Social Service agency oriented toward helping individuals in the community. San Jose is offering a course entitled "Experience with Emotionally Disturbed Children" which includes observation and in-service training; another project in the Experimental College on that campus involves setting up a film and photo workshop for disadvantaged community youth.

It is difficult to determine the extent to which individual course offerings have influenced the established curriculum. The most direct impacts have occurred and will occur in situations where the Experimental College was designed to test courses for curricular inclusion--namely at Chico, Fresno, and the colleges which have instituted experimental courses.

Academic Status

The amount of learning which actually takes place in the Experimental Colleges undoubtedly varies greatly. As Ralph Keyes has stated, many students approach Experimental College courses with the attitude, "Teach me and make it fun."7 Colleges which offer experimental courses within the curriculum--namely Hayward, Long Beach, Cal Poly, SLO, Chico and Fresno--design their courses so that academic validity, i.e. student workload and depth of study, are comparable to regular course offerings. Even in these situations, however, credit policies vary--Fresno offers many of its experimental courses on a Pass-Withdraw grading basis and has also used a variable credit system whereby a student who does a limited amount of work but does it very well may receive one unit of "A" as opposed to three units of "C".

There are provisions on some campuses for students enrolled in the student-run Experimental Colleges to receive credit under certain specified conditions. At Long Beach, arrangements may be made by course initiators or students to obtain credit through the directed studies program of a given department. Students must consult the department to arrange for academic credit; work is usually done under one faculty member. At Los Angeles, students may obtain independent study credit through much the same arrangement. Certain classes in San Jose's Experimental College are sometimes designated as credit courses, but in this case work is done directly in the class. In all cases where academic credit is obtained through a course in a student-run Experimental College, it is done under the supervision of a faculty member.

III. Evaluations

> For some students who are in college principally because the institution provides a political base, or because they seek a moratorium from work of any sort, the demand for relevance provides arguments for destroying any structured curriculum and for asking the faculty to relieve the students' boredom.
>
> David Riesman
> "The Search for Alternative
> Models in Education"

The motivations prompting the establishment of the Experimental Colleges have already been discussed. How many of these goals have been fulfilled, and the reasons why some Experimental Colleges have succeeded while others have failed, can now to some extent be explored on the basis of four years' experience with Experimental Colleges in the system.

There is no doubt that many problems have accompanied the success of certain Experimental Colleges. But a number of educational observers, reviewing the undertakings within the total perspective, have concluded that Experimental Colleges on the whole have performed a valuable service. Ralph Keyes observes:

> The free universities and experimental colleges may be serving all higher education by having the gall to deal with the old problems in daring ways. They are discovering what it is that people really want to learn about, and are trying to create an environment in which this can be done. For every course that dies another will attract and hold an audience. Since the free curriculum must renew itself each semester, it can constantly question the validity of any course or field of learning. Their faculty failures are matched by the discovery of "born teachers." If too many classes rely on conventional methods, a few create and test exciting new approaches.[8]

San Francisco's Experimental College, the largest of the State College undertakings, attracted national attention, according to Terry Lunsford, as a "model of 'constructive' innovation by 'activist' students and institutional officials working together."[9] In a speech delivered to a New York conference on Innovation in Higher Education, Mr. Lunsford commented on San Francisco's program as follows:

> In the opinion of some officials, the students' initiative and imagination has "freed the faculty of a lot of cynicism," and has stimulated them to explore educational avenues they had "always wanted" to explore, but had despaired of finding fruitful.[10]

Experimental College directors and students have themselves commented on both the successful aspects and the problems encountered in the Experimental Colleges on their own campuses. The Experimental College director at Hayward has stated his conclusions as follows:

> Our most successful ventures have been those in which leadership was catalytic and allowed for dynamic relating between participants. Improvisational Workshop is the best continuing example of this. Adele Woodman

> functions as a facilitator who refrains from holding specific structured goals in her mind. The general character of her sessions has changed from quarter to quarter, but the dynamic has remained one of confrontation-disagreement-agreement, and new relatings and leanings between and among the participants. . . . The Improvisational Workshop has birthed the Experimental Players who have produced two plays, "Blues for Mr. Charly" by Baldwin, and "Slow Dance on the Killing Ground" by Hanley. Experimental players produced the entertainment program for freshman Orientation at Asilomar. It included a TV program on Negro History and several church and community happenings.
>
> . . .
>
> Experimental College at Cal State is about people, not about objects, or, is it really about ideas only as these people have ideas?
>
> Experimental College needs a headquarters on the campus. It needs a better way of promoting itself without defining itself out of existence.

At San Jose, the Experimental College director commented on the successes and problems as follows:

> Those of us connected with the operation of this Experimental College feel encouraged by its growth and the acceptance of the program by both students and faculty. We do have two problems which we have not yet successfully resolved:
>
> a. We are not considered an "instructional activity" on campus. This means that we do not have access to the use of school equipment, i.e. audio-visual, without charge. Oddly there have been instances of social groups on campus who were granted this privilege and we would very much like to have our status declared in order to clear up this ambiguity.
>
> b. Academic departments of the school which might be interested in using some of our courses as credit offerings within their own departments have so far been unable to do so. These mechanics we hope to clear up shortly.

The "Tell It Like It Is" program at Los Angeles brought the following comments from its director:

> . . . the "Tell It Like It Is" program began with an advertisement in the College Times here on campus. At that time, eight students expressed an interest in becoming involved with the program. Since that

> time, with only two additional advertisements, there have been approximately forty-two applicants. Of those forty-two, we now have twenty members who are actually involved in three groups, meeting once a week on a regular basis.
>
> . . .
>
> My personal observation since being involved in the program, has led me to believe that it plays a very essential part in achieving the goals of the program; that is, to aid the student in preparing himself to actively participate and function confidently in society. A particularly successful facet of the discussion group is the personal "taking of inventory," in which each of us participates.
>
> . . .
>
> In reviewing the program from its inception, I would say it is moving quite successfully. It is my belief that the program will continue to be of value, not only to the individuals in the groups, but also to share an integral role in the campus community as a whole. It is my hope that "Tell It Like It Is" will become a permanent, yet flexible, organization at Cal State, L.A.

A number of students at Long Beach have offered their personal statements on the Experimental College there. Some of the comments indicate the depth of feeling that underlies the endeavor. One student notes:

> Higher Education in this country has been relevant to the building of the greatest political-economic machine the world has ever seen. It has furthermore produced leaders necessary to the maintenance of that machine. Students of today, however, are asking the question "has a higher education truly educated those who have participated or has it merely been a utilitarian training?" Should the quest for knowledge be limited to traditionally constructed courses aimed at placing individuals in an existing society or should education be the vehicle for exploration and experimentation in hopes of improving the existing good and reducing the inequalities of a land of equality?
>
> The Experimental College--in my mind--fulfills that basic desire to explore and improve. It serves to not only broaden an understanding of our present lives, but hopes to develop a true appreciation of new and different aspects of our existence.

Another Long Beach student observes:

> The theory and application of the Experimental College can be very beneficial to the student body as a whole when complemented with competent leadership that seeks this objective. The Experimental College has been in the planning stages these past couple of years, perhaps tending more to a particular faction of the campus. However, it is my feeling that recently the governing board has distended its perspective and desires to satiate the broader spectrum. I wish it success in its endeavors.

A third Long Beach student comments:

> The key aspect of the Experimental College is that it is student-oriented. This means that students are able to start any course they desire; they teach, staff and finance their courses. In short, the students have the responsibility for initiating and maintaining courses within the experimental college.
>
> The advantage of all this is that the experimental college is able to fulfill student desires and meet their needs. And really, isn't that what the ideal university is all about? The experimental college format/or rather non-format allows for initiative, imagination and flexibility. Thus, the experimental college brings us closer to a realization of the ideal.

At Fresno, where faculty and students cooperate in initiating experimental courses within the curriculum, the Experimental College director has summarized the significance of the enterprise as follows:

> The Experimental College operates in several distinct areas, each of which has made important contributions to Fresno State College. It is thus difficult to single out one area, program, or course as being our most successful undertaking. However, one of the most important developments at Fresno State is a growing interest in educational innovation in the schools and departments. We have reports indicating that faculty are now engaged in educational experimentation outside the Experimental College Program and that the general negative attitude toward educational innovation which dominated in the past is now being replaced by a more positive approach. The significance of this trend cannot be overemphasized as the long-range goal of the

> Experimental College is to create an environment at Fresno State College so favorable to educational reform that our program will no longer be needed and will thus be terminated.
>
> . . .
>
> In this area [i.e. all-college programs] we also include our important efforts to encourage interdisciplinary courses. Many of our offerings fall into this category and present, we feel, a more realistic view of the way disciplines are interrelated in their effects on society. One of the major effects of a departmental structure is that insularity is encouraged and we are now meeting with success in overcoming the artifical boundaries which have been erected around disciplines. Besides the advantage to the student, the instructor is given the opportunity to investigate the impact of his field on related areas.

If enthusiasm for the Experimental Colleges on the part of many students and faculty members is high, why then have so many of the ventures failed, or continued to function only on a small scale? There are a number of considerations that seem to determine the success or failure of an Experimental College, including:

1. Dynamic Leadership

   Organizing and operating an Experimental College takes a large amount of time and offers little or no reimbursement. In the student-run Experimental Colleges, the rate of attrition is naturally high; when one enthusiastic leader leaves, the venture will diminish if another is not available to replace him. Loss of leadership was one reason given for the decrease in course offerings at San Fernando Valley State College.

2. Quality Programs

   As already noted, excitement over the mere fact of experimentation can carry an Experimental College for a while. Sustained interest, however, comes from quality programs capable of attracting and holding students.

3. Publicity

   Lack of adequate publicity has been noted as a cause for the demise of several Experimental Colleges. Adequate publicity requires funding, which has not been available in every instance.

4. A Large Potential Audience

The only student-initiated Experimental Colleges which have continued to flourish have been those on large campuses, and even in these cases, the Experimental Colleges have had to broaden the areas of course offerings in order to attract more students. Although the percentage of students participating in the small campus Experimental Colleges may be as substantial as the percentage on the large campuses, this means little in terms of numbers.

5. Filling an Unmet Need

Response from any source to the needs highlighted by the Experimental College movement may ultimately spell the death of the Experimental Colleges. In many cases, the parent campuses are responding rapidly to the needs which the Experimental Colleges have been attempting to meet. For example, the inclusion of ethnic studies programs in the curriculum at Sacramento was given as one reason for the dissolution of the Experimental College on that campus. At Hayward, where experimental courses have been introduced into the curriculum, the Experimental College is getting smaller. Interdisciplinary courses, extremely popular in the Experimental Colleges, are appearing more and more in the established curriculum. Pass-fail grading systems, now in effect on many campuses, assume another function of the Experimental Colleges--students can pursue areas of interest outside of their specialization without jeopardizing their grade point averages.

There are distinct advantages and disadvantages inherent in the Experimental College idea. The Experimental Colleges place an emphasis on teaching and/or group leadership that is difficult to match within the regular college. With no attendance requirements, in fact with no requirements of any kind, students must be attracted by dynamic teaching or effective discussion leadership. The emphasis on autonomous learning is also difficult to equal in the regular college program. There is an attraction for many students in the unstructured, flexible approach. Courses are not bound by departments or disciplines, and the Experimental Colleges are free to offer many courses of an interdisciplinary nature. Finally, probably the major function of the Experimental Colleges is their role in serving as an impetus for innovation on the parent campuses.

On the other side, it cannot be denied that there have been problems, particularly in student-run Experimental Colleges. Instructors are not subject to the normal campus approval procedures; in many cases, anyone--whether or not a member of the campus community--can teach a class. As already noted, the Experimental College is inextricably linked with the main campus, and in cases where problems occur, adverse publicity can result which may be damaging to the campus. The mass-media have on occasion been negligent in making the proper distinctions between Experimental Colleges and State Colleges; this can in turn result in a misunderstanding on the part of the community. Experimental Colleges that have stressed community involvement in a positive sense can help alleviate this problem locally.

This report has repeatedly noted that few of the Experimental Colleges are actually growing. They have perhaps already largely served their purpose by raising key questions as to college-level instruction and educational innovation. Ralph Keyes' prediction may thus become reality: "Perhaps the highest function of the student educators will be to work themselves out of a job."11

Notes

[1] Charles Muscatine, Education at Berkeley: Report of the Select Committee on Education (Berkeley, 1966), p. 21.

[2] Muscatine, p. 23.

[3] Richard Peterson, "Reform in Higher Education--Demands of the Left and Right," Liberal Education, LV (March, 1969), p. 63.

[4] Ralph Keyes, "The Free Universities," The Nation (October 2, 1967), p. 294.

[5] Muscatine, p. 27.

[6] Keyes, p. 296.

[7] Keyes, P. 296.

[8] Keyes, p. 299.

[9] Terry Lunsford, "Educational Innovations in Response to Student Activism: Developments at Berkeley and San Francisco State College," Innovations in Higher Education: Proceedings of a Conference Sponsored by the University of the State of New York (New York, 1967), p. 35.

[10] Lunsford, p. 35.

[11] Keyes, p. 299.

APPENDICES: CATALOGS AND COURSE LISTS

APPENDIX A

California State College, Hayward

Experimental College Course List
Fall 1969

Improvisational Workshop
A class in the Process of Non-being. Process reality awareness is a non-verbalizable experience which all of us can have in some measure--in some way. Adele Woodman has that certain talent for introducing us to this experience. This class is a lot of fun, and sometimes it is positively joyous.

Creative Sanity
This is a new offering. Allen Loebs comes to us fresh from a summer of acting and directing with the "Committee" workshop. He turns us on to new fresh ways of relating to one another. He will be using music, dance movement and techniques of drama to widen our views of life.

Seminars on Violence
Sister Verna Tudor is working hard to bring a full program of excellent movies and speakers on this gut-vital subject. Rap sessions will follow. Come with your ideas and sound off or listen--whatever is right! New offering.

Creative Writing - Black Poetry and Prose
Charles Cooper is a published poet and a man worth knowing. Come and enjoy. Learning will be automatic with this groovy, beautiful guy. New offering.

New Techniques in Dance
New offering. Advanced dance technique in funky movement.

APPENDIX B

California State College, Hayward

Experimental Credit Courses in General Studies
Fall 1969

Alienation in Modern Society

A study of the phenomenon of "The Other" in contemporary society. Readings will include sections from David Riesman's The Lonely Crowd and the following literary works: Nausea, The Wall, No Exit (and three other plays) by Jean-Paul Sartre; The Stranger, Caligula (and three other plays), Exile and the Kingdom by Albert Camus (a novel, a collection of short stories, and several plays by each author). Lectures will provide information about the philosophical works of both authors and will include slides of the works of the American artist Edward Hopper which are excellent visual illustrations of the "lonely crowd" aspect of American life.

Afro-American Dance

A study of the dance heritage brought to America by African slaves, the blending of influences in America, and the emergence of unique forms of social, theatrical, and concert dance. The relation between music and dance will also be studied.

Tragedy in Literature and Philosophy

A study of theories of tragedy in Aristotle, Greek Tragedians, Nietzsche, Una Muno, Karl Jaspers, Francis Fergusson, Walter Kaufman, Nathan Scott.

Science and Traditional Values

Advancement in science and technology, communication and transport, have brought the world closer together than ever before; researches in nutrition and medicine have revealed the clues for population control, on the one side, and for the added health and longevity, on the other hand. These blessings have brought with them the possibility of total annihilation, and have revealed the great disproportions of power, wealth and ideology. I want to offer a discussion course to appraise some traditional values in inter-cultural fields in the context of the present shrinking world of contrasts.

Urban American Indians

Approximately one quarter million American Indians have left their reservations and are now working and living in large cities. The Bay Area has over 10,000 American Indians from 90 tribes. Though each tribe retains its own culture, a new intertribal urban culture is developing. The urban Indian faces legal, vocational, financial, social, psychological and philosophical problems which are very different from those of other minority groups. The course is taught by a nationally prominent American Indian.

Explorations in Humanistic Psychology
This course will focus on the psychological study of man from a humanistic perspective. The basic unit of study will be the experiential aspect of human behavior. The course will stress the organismic, self actualizing model of man, viewed from an existential phenomenological perspective. Various 'humanistically" oriented research will be studied in depth.

Voice of Protest in Soviet Literature
The course will cover (a) the Soviet literary scene before 1956, (b) the "new" elements in the literature after 1956 and the literary, social and political impact of this literature, and (c) the future of Soviet literature in Russia and its significance in the West.

Hayward as Utopia
The general objectives of the course will be to develop an understanding of utopian ideas and models and to apply these to the college community.

APPENDIX C

California State College, Long Beach

Experimental College Course List
Fall 1969

Asian Travels
This will be a course taught by two students who traveled overland from Singapore to Istanbul, one of whom is an ex Peace Corps Volunteer. It is designed as a practical travel guide for those who may tour Asia on a limited budget. Such matters as means of transportation, costs, attitudes of Asians toward travelers, description of coutries with an accent on the Indian sub-continent as seen through the eyes of a Peace Corps Volunteer will be discussed. Slides will be shown. Australia can also be discussed if there is an interest.

Nature Tripping
A class for those who view natural history as poetry, not as prose. Includes field trips to undiscovered places which shall not be mentioned here so as to remain undiscovered. A life without smog and snot within the brain. Operating with the approval of the CSCLB chapter of the Sierra Club, we plan two modes of approach: a) to discover California according to the Chumash, and b) writing letters et al to certain influential congressmen, legislators, etc. so as to vandalize our natural movement.

Chess as an Art Form
This course will investigate chess as an art form, rather than as a game. To participate, a person need not be an expert chess player--knowledge of the basic rules should suffice. What is important is that the person be able to lay aside the assumption that chess is nothing but a game, in which the only object is to win--and instead be interested in examining the aesthetic affect of the timing and interactions of the chess elements.

In representing various chess "themes," as they are called, we will go so far as to use new kinds of chess men, rules, boards, etc., not used by chess players--a development parallel to that of "modern art," "modern music," etc., where the traditional elements are also generalized to permit the expression of new ideas. Very few chess players are aware that this direction of development even exists. Dr. Albert has had several hundred of his chess compositions published in chess magazines throughout the world devoted to this field, and is one of the foremost of contemporary American investigators in this field.

The Baroque Recorder
Exploration of the limits of this most ancient of wood-winds, covering not only the baroque period, but any area of musical composition which the class might feel would be appropriate to

the capabilities of both the recorder and the class members. The class shall remain open to every suggestion and whim of the members, and members who would like more structure than this are free to create their own structure.

Notes on Claude Levi-Strauss
This course will consist of a series of lectures and open discussions on the importance of Levi-Strauss on the present day anthropological theory. The approach addresses all disciplines and all those who are "philosophers" in the higher sense of being preoccupied with what man has become, with the course of history, with the meaning and value of human life in the present.

Workshop in Subjective Techniques of Contemporary Theatre
To explore the areas of contemporary theatre and its relationship to the actor, his environment and his understanding of character, development, structure and form of the play. To give the actor work in the areas of physical and emotional technique, awareness and sensitivity to the character. Also to work in methods of scoring, understanding and evaluation of character.

Communications Project
An exploration in printed media. This class is, unfortunately for some, closed.

Wine Making
The do's and don'ts of wine making at home. We have the alternatives of going over the basics or really getting involved. Wine from the grape and/or wine from flowers, vegetables, fruit, cereal and/or herbs. And as the final, a wine tasting, gustatory experience never to be forgotten!

Enology
This semester we have the pleasure of presenting not just one but two Enology classes:

> Enology I
> The art, the science, the delights of wine. For beginners, this introduction to the vintner's art provides a mello opportunity for those who do not yet enjoy a half-bottle with lunch to take the correct steps in that direction. Course emphasis will be on California table wines: Sparkling, still, white and red. No Rose, thank you.
>
> Enology II
> Open only to those who took the beginner's class in winetasting, or by invitation. A comparative study of Californian, French, Italian, German and Portuguese wine for the more advanced student.

Exploration in Two-Dimensional Graphics
This studio art course is open to any medium that you wish to pursue. Models will be provided.

Marxism: To Understand the World and to Change It
Since, as Marx said, the real problem of life is to remake it and not simply to understand it, we make no pretense to "objectivity" in the usual academic sense. On the other hand re-making the world requires that our understanding of it be based on real life, and not on sterile dogmas. Moreover, there will be no re-enactment of the campus face in which a degree-bearer stands before us paternalistically handing down the truth for hours on end. We emphasize instead developing the individual's capacity for self-expression. And since the shape of the course will be determined by its participants, we present the following outline as a broad indication of the problems faced in the struggle for self-determination, not as a final summary of truth.

Section I - History
The stages of human history; the historical role and function of the state; the French and American revolutions, and the American civil war; the "economic" interpretation of history.

Section II - Philosophy
Idealism and materialism in history; ideology today; man's relation to society and nature; historical laws and natural laws; Marcuse's theory on modern U.S. society; ideas and institutions under capitalism.

Section III - Political Economy
The meaning of exploitation and the origin of profit; values and prices in capitalist society; economic crisis and instability; mechanization and the profit rate; roots of alienation.

Section IV - Capitalism--Past and Present
Competition vs. Centralization; the change in the role of the capitalist state; imperialism; economic stability; the modern working class; fascism.

Section V - National Liberation
History of U.S. imperialism; change in the tactics of imperialism; the relation between class and national liberation struggle; the stage theory of revolution in the Third World; origin and function of racism; strategy for black-white unity in the factory and on campus; problems of the Black liberation struggle.

Section VI - Women's Liberation
Parallels with Black liberation; nature of psychological oppression; institutional oppression; Women's liberation and the revolutionary movement; problems of the Women's liberation struggle.

Section VII - Alienation and Culture
Meaning of alienation, its origin; the relation of culture to society; mass culture; contemporary youth culture; drugs; a revolutionary alternative.

Sections VII & IX - Revolutionary Strategy
Lenin on the revolutionary party; the problem of relating reform to revolutionary struggles; how the man rules and Gramsci's concept of hegemony; the demand to control institutions; the stage theory of revolution in advanced capitalist countries; the united front approach; electoral politics and the revolution.

Section X - Socialism and the Individual
The economics of socialist society; the role of the socialist state; the distorted nature of all existing socialist society, and the reasons for this; anarchy; alienation in socialist and communist society; personal liberation today and the revolutionary movement.

World Political Montage
This is a seminar that will (or at least attempt to) bridge the gap between currently contrived courses in Political Science and the events that have occurred during the past week . . . or day. Extensive use of the World Press (esp. the New York Times) will be but one tool in the endeavor to discover a pattern to the madness they call realpolitik.

Libertarian Theory
Libertarianism is the emerging philosophy of life that combines the most pro-freedom aspects of the traditional "left" and "right." (We think such artificial distinctions are meaningless bullshit because both groups essentially deny individualism, liberty, and voluntarism by claiming a "social contract" exists that gives "society" the right to enslave.) It is a fusion of the desires for social liberty by the "left" (drugs, sex, pornography), and the desires for economic freedom by the "right" (less government ownership of economic means, no collusion in the political arena between business and government, power to the person in voluntary contract). In other words, we believe the individual has a right to do his own thing, if he doesn't initiate force against another.

Libertarianism runs the full gamut of ideas from Ayn Rand's Objectivism to Murray Rothbard's revolutionary anti-State anarchy. It stops off in between at points like Robert LeFevre's self-rule, passifistic, autarchy; the Innovators who have "opted out" of society and live on islands, deserts, and boats; commutarians who believe in communal production for only those who can dig it, and who operate on a principle of voluntarism (i.e. they would allow a man to do whatever he wants on his property--even if he wants to be a capitalist); and anarcho-capitalists who believe in laissez faire capitalism (they don't even get uptight if a person or group of people want to be communists--on their property). Many good libertarian heads from around the country will be dropping in from time to time, so why don't you drop too?

"There are no Kings inside the gates of Eden."--Dylan

LIBERATE YOURSELF! F.I.O.T. (Freedom In Our Time)

The Selective Service Law
This enables students to deal more effectively and intelligently with the Selective Service System by training them in every aspect of SS procedure.

The course will be developed around a series of taped lectures given by an attorney who specializes in SS law, and will be moderated by an experienced lay counselor. Among topics covered will be Rights and obligations of registrants, types of classifications, the Appeals procedure, Conscientious Objector's status, Local Board procedures, Armed Forces Medical Standards, and Judicial review of Selective Service procedure. In addition to a thorough review of the SSS and how it now operates, we will also take time to examine the implications of current proposals to overhaul the Selective Service System.

Mysticism and Meditation - Students for a Mystical Society
Confused? Frustrated? Lost? Are you hung-up on something or someone? With all your learning do you have human understanding? This is not an appeal to misfits and unfortunates of society, this is an appeal to all people who are willing to face the truth about the way they are living. Most of you are living on the surface of existence always waiting for something in the future to bring fulfillment. Others of you have given that route up to feel groovy in the present. Whether you use drugs, sex, or "special syllables" in repetition you only succeed in feeling good without ever really becoming good. Whenever you use anyone or anything to support your ego you automatically alienate yourself from an inner intuitive guidance. The attempt to "feel good" by using outside agents is the act of an ego in the dark seeking to ignore the misery of its own emptiness. There is a way to allow fulfillment from within which frees an individual from compulsive attachments to people and things.

Meditation is a process of making contact with an intuitive center within. By so doing we cease to be guided by "group criticism" and by the conforming masses. By a gradual maturity in meditation we no longer depend on others for stimulation, direction, or motivation. Meditation, when undertaken patiently, leads to an absolute unity with one's own inner Self thus bringing harmony, happiness and fulfillment.

Without beginning within ourselves, to look for the causes of the horrors we see outside, there will be no end of hate begetting hate until we destroy ourselves in the vicious cycle. Animals prey upon one another for survival, but they destroy one another in the process. There is a better way for human beings.

"All persons and things partake of Being; once you have experienced Being itself, you will never take your attention from it."

Yoga and Meditation
This course will deal with Yoga techniques as taught by Renee Taylor who has been teaching Yoga for several years and who has also written several books on the subject. It is believed by Miss Taylor that Yoga philosophy leads everyone to do things, to achieve things, and to widen the perception and awareness of all that is about you.

The Assassination of President Kennedy
An inquiry into the facts surrounding President Kennedy's murder--particularly the information which has been compiled and released since the Warren Commission. Courses of this type are now being conducted at most colleges and universities. Information arising from these courses is being compiled and distributed by an organization known as the Committee to Investigate Assassinations in Washington, D.C. Much of this information is already available for course use as well as the famous Zapruder film and other audio-visual aids.

This course is privileged to have as its advisors Mr. Josiah Thompson, author of Six Seconds in Dallas; Mr. Jim Garrison, District Attorney, New Orleans, La.; Mr. William Turner, Senior Editor for Ramparts magazine; Mr. Harold Weisberg, author of Whitewash; and Mr. Penn Jones, author of Pardon My Grief.

California State College, Long Beach

Experimental Credit Courses
Fall 1969

Management of Minority Enterprise
Business problems and opportunities confronting minority businessmen and entrepreneurs. Emphasis will be on the individual and team consulting relationships with small businessmen of various minority groups in the Long Beach-Compton-San Pedro area.

Orientation to Change in Education
Emphasis on process-change, communication and reality orientation in school and society. Experiments in learning, the reals and ideals of teaching as a profession, field trips and simulated teaching experiences. Not open to students with credit in 199E.

Biology

Man and His Environment
Biological perspective on human problems including interactions between man and the world he lives in; problems resulting from ignoring known ecological principles and the cultural implications of biological concepts. Not open for credit to biological science majors.

Ethnic Studies

Cultural Conflict and Identity: The Asian American
Exploration into the various facets of community and individual identity as related to the Asian American.

The Indian in Contemporary America
Problems of the Indian student coming from the reservation to campus and into contemporary American urban society. Comparison of social, economic and cultural factors in the life of the Indian on and off the reservation. Consideration of status, stigma and role identity as aspects of adjustment problems.

Black Studies

Geography and Culture of Pan-African Peoples
Analysis of Pan-African cultural geography and a study of human behavior in Pan-African societies.

Black Arts
Survey course in the development of the student's understanding of Pan-African music, drama and visual arts as they grow out of the black experience.

Language Skills
Development of proficiency and skill in writing, listening and speaking.

Math-Science Survey

Survey of mathematics and the sciences including physics, chemistry, physical sciences, biology and the applied sciences. In this class, math will be used as a model for the sciences with strong emphasis on algebra, geometry and trigonometry.

Economics

Economics of Health

Analysis of health as an economic good, of health services as scarce resource markets, manpower shortages, nonprofit enterprises, insurance programs and Medicare reimbursement.

Chinese Economy

The Chinese heritage: China's traditional, underdeveloped economy. The Communists' guerrila experience. Communist China's economic development: achievements, failures, policies, costs. Recent economic policy; Mao Tse-Tung's attempted short cut routes to Communist Society.

Educational Opportunities Program

Orientation

Orientation to the resources of the Educational Opportunities Program and the college; instruction and advice concerning use of the library, Financial Aids, housing, choice of classes and major, registration and pre-registration procedures, examination and study techniques, and tutoring arrangements. Course begins two weeks in advance of regular semester.

Staff Workshop

Discussion of theoretical and practical problems relating Educational Opportunities Programs. Experiment and development of materials and procedures for program improvement. For students working as staff of staff-assistants in the Educational Opportunities Program. May be repeated for a maximum of four units.

English

Science Fiction and Speculative Fantasy

Origins and contemporary manifestations of science fiction, particularly American English.

French

Readings in French Literature and Literary Criticism

Prerequisite: Upper division standing in French and consent of instructor. Supervised readings in French literature or literary criticism. Selections will be made by the student with assistance of the instructor and will be discussed in frequent conferences.

Mexican-American Studies

Introduction to Mexican-American Studies

Introductory course focusing on the Mexican-American and the social interaction of the Mexican-American with America's social system. Deals with the role of the Mexican-American in American society and includes a study of the political, educational economic and sociological facets of this role. In addition, this course will present the particular accomplishments the Mexican-American has made as well as the peculiar effects that have been perpetuated on him by the military, labor, judicial, educational and political system of the society.

Bilingual Communication Skills for Mexican-Americans

Intensive audio-lingual program of language laboratory and class contact to build understanding and speaking skills in both English and Spanish; some reading and linguistic analysis; vocabulary building and study of language structure; some writing and translation in latter part of the course. The course, required of all Mexican-American EOP students, and recommended for all others, will feature diagnostic tests to determine language tracks and levels for instruction and correct language diagnosis and placement.

Pre-Columbian Meso-American Civilization

Investigation of the rise of the Toltec, Mayan and Aztec civilizations. Comparative analysis of socio-cultural institutions of the peoples of Meso-America.

Mexican Literature in Translation

Study of the first chroniclers of Mexico, the Colonial Period, patriotic writers of the Independence, the Romantic Period and contemporary authors.

History of the Mexican-American in the Southwest

The Mexican-American's contributions to the building of the Southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican-American.

Barrio Sociology

Analysis of social institutions and Mexican-American community. Survey of educational, political, religious, economic and social systems. Field work will be required in order to provide relative experiences.

Family Life of the Mexican-American

Analysis of the three different aspects of the Mexican-American family. Traditional, transitional and modern Mexican-American families within the Southwest. The different relationships in family life; family and social and cultural change; disorganization and reorganization.

Justice and the Mexican-American

Study and discussion of the manner in which the administration of justice has effected Mexican-Americans; examination of police-community relations, administrative procedure, courts and jury systems and their relationships to the Mexican-American. Analysis of civil rights legislation and its effectiveness on the Mexican-American community.

Physics-Astronomy

Introduction to Astronomy and Astrophysics

Observational data of astronomy, Newton's law of gravitation, the solar system, atomic radiation, classification of stars and cosmology.

Political Science

Government and Politics of Southeast Asia

Emergence and development of the contemporary political systems of Southeast Asia.

Jurisprudence

Development of law and legal systems; consideration of fundamental legal concepts; contributions and influence of modern schools of legal philosophy in relation to law and government.

Major Political Thinkers

An individual political thinker such as Plato, Aristotle, Machieavelli or Nietzsche will be chosen each semester for intensive study.

Psychology

Psychology of Poverty

The meaning of poverty will be learned through didactic discussions, readings, and community field work. One half of the course will include discussions of readings on the psychology of the poor and autobiographies of persons raised in poverty. The other half will be experimental, including encounter groups with the students and field work with economically poor families--black, brown and caucasian--in the Long Beach area.

Sociology

Political Sociology

Analysis of political behavior with emphasis on social determinants of voting. Discussion of major political forces and ideologies in American politics. Empirical review of recent California politics. Dynamics of campaigning and social action in politics.

Social Myths in Contemporary America

Critical examination of the social myths which are taken for granted in what people "know" about their social worlds; the consequences of institutional and individual behavior based on these myths.

Sociology of Women
Socio-cultural position of women; a brief history of women's role and status; societal attitudes toward women's place in society.

Speech

Studies in Minority Group Communication: Black Language
Inter and intra group oral communication of black Americans; cultural, attitudinal, motivational and emotional factors; oral stereotypes and prejudices.

Foreign Students

Foreign Student Orientation (Two Sections)
A course to provide students for whom the United States is a foreign country and a foreign culture with knowledge that will (1) assist them in overcoming initial problems related to their academic goals and which will (2) provide them with understandings that will allow maximum use of their skills in the classroom and responsible involvement with American students on campus.

APPENDIX E

California State College, Los Angeles

Experimental College Course List
Fall 1969

Revolution and the Post-Industrial State
This group will use the participatory-seminar type of approach to explore, probe, research and describe the contemporary political/social-cultural/technological revolution. Participants from all fields including economics, engineering, management sciences, anthropoligy, linguistics, philosophy, education and all others are encouraged to join in this heuristic probe.

Creative Organizing
For persons interested in creating change and structure within the academic and local community. Help plan and build a program wherein education can become an ecstatic process rather than perverse training.

Counter-Media
Explore the use, misuse, abuse and manipulation of the various media. We will also attempt to construct a creative, instructive use of media.

Poetry Workshop
We will be reading, enjoying and discussing each other's poetry and hopefully, as a group project, we will sponsor a poetry reading or put a small publication out. Come and bring poetry!

Sensitivity Training
Group sensitivity encounter.

Sensory Awareness
Active participation in group sensitivity encounter and total involvement with other human beings.

Intermediate Guitar
An intermediate guitar class ideal for the novice as well as an advanced student since there is a plethora of material which can be practiced at home, at one's own pace.

The Death Agony of Capitalism
An analysis of contemporary capitalism and imperialism from a Marxist perspective and what is necessary to bring about a socialist transformation of U.S. society.

Beginning Judaism
An English Torah study group.

California State College, San Bernardino

Experimental College Course List (Community U)
Fall 1969

Guitar
  Beginning
  Intermediate
  Advanced

Revolutionary Perspectives

Beginning Japanese

Mysticism in Everyday Life

Lifology

The Sound - Collage as Art

Love and Non-Violent Life

APPENDIX G

California State Polytechnic College, Kellogg-Voorhis

Experimental College Course List
Fall 1969

Your Rights and the Draft

Mountaineering Class

Basic Genealogical Concept

Ways of Liberation

Black Literature

APPENDIX H

California State Polytechnic College, San Luis Obispo

Experimental Credit Courses
Fall 1969

Agriclutural Mechanics--Skills
Advanced shop skills. Carpentry, electricity, plumbing, surveying, power mechanics, tractor equipment operation and maintenance.

Afro-American Literature
Selective readings in Afro-American literature.

Latin American History
Superimposition of Spanish and Portuguese institutions upon native American cultures. Resultant colonial, political, and economic administrations and problems; ideological and commercial conflicts causing the wars for independence; clashes during the national period of constitutionalism and dictatorships, vested interests and economic change. Significance of Mexican and Cuban social revolutions.

Mexican History
Obtrusion of Spanish institutions upon Mexican civilizations. Subordination of Spanish influence to the dominant Mexican cultures. Emphasis on the diffusion and struggle for identity of the Mexican in North America, and the progress of his twentieth-century revolt for social equity.

Culture of Mexican-American Pre-School Child
Cultural and environmental factors that influence growth and development of the preschool Mexican-American child. Field trips required.

American Minorities
Problems in assimilation of the Afro-American, Mexican-American, and American Indian. Analysis of internal group structures and external factors impeding assimilation of these minorities. Dynamics of intergroup relationships. Assessment of current programs aimed at assimilation.

APPENDIX I

Chico State College

Experimental College Course List*
Fall 1969

Painting Production Workshop

Experiments and Training in Managerial Behavior

Political Economy

American Imperialism

Beginning Latin Grammar

General Semantics

Zen Buddhism

The Philosophy of Ayn Rand

Man and His Environment: Toward the Year 2000

The Psychology of the College Student

Lord of the Rings

Music as a Media and Sociological Implications Thereof

Sociological Tour of the U.S.

Sociology of Eastern Thought

Sociology of Social Development

Sociological Evolution of Hippie Communes

A Practicum in the Development of the Sociological Imagination

* Includes both credit and non-credit classes.

APPENDIX J

Fresno State College

Experimental College Credit Course List
Fall 1969

Verbal Skills

Biology and Society

Literature and the Film

Elementary Armenian
Introduction to modern Armenian. This course provides instruction in the basic grammar and vocabulary of Armenian and practice in speaking, reading, and writing.

Agricultural Development of Underdeveloped Areas
In this course we will try to approach agricultural development through writing chapters or units for an elementary communication (perhaps a textbook) on basic agricultural business concepts. There is need for material on farming methods, plant growth, animal production, fertilizer, marketing, crop storage, preservation, farm organization, farm policy, rural living, rural transportation, irrigation, drainage, rural sanitation and health, resource allocation, farm labor concepts, farm finance, conservation, farm management, home economics. Students interested in rural development in any of these areas may find their contribution worth their while. An informal arrangement with an agricultural development organization in Colombia is developing. Those who can translate into Colombian language and have interests mentioned above might find merit in this program.

Agricultural Development of Underdeveloped Areas
This course will be a more formal approach to agricultural development, putting it into the framework of multiple problem solving. Dr. Davis has been working in Peru and his experiences will be applied to the subject matter.

La Raza: Vida Cotidiana
The course will stress the cultural realities of the Chicano population of the Southwest. It is based on the premise that Chicano life in present day city barrios and rural towns is shaped and formed by forces totally unlike those in Anglo-American culture. It will touch on ancient and more recent Mexican history, including the history of the American Southwest, but this will only serve to provide background. The main emphasis will be on the private daily life (vida cotidiana) of La Raza: e.g., the male-female relationship, the family, machismo, the life-death syndrome, folk humor and tragedy, religion and mysticism, curanderisme, colloquial language and regional expressions, music

and the corrido, etc. Students will be expected to participate in experiential workshops, involving spiritual and physical exercises to break down barriers to communication and human understanding. Role-playing and improvisational theater will play a part in the course.

Mysticism: East and West, Ancient and Modern

An experiential and academic introduction to the doctrine that man can transcend the limitations of logic and reasoning to achieve direct communion with ultimate reality by an intuitive process. Field trips and practical experience in Yoga, meditation, extrasensory perception, and other techniques will be supplemented by discussions and readings from religious and secular writings (ancient and modern, oriental and occidental), together with interpretations of the mystical experience. The course will cut across the traditional boundaries of the academic disciplines and draw upon religion, theology, mythology, philosophy, psychology, literature, the occult, and the arts and sciences in an attempt to synthesize a unified view of man and his place in the cosmos.

Agricultural Labor in California

A study and analysis of agricultural labor in California, including attention to special problems such as wages and hours, housing, health, and education, among others; concentration on policies and programs for alleviation of the problems of agricultural labor, including unionization, legislation and other public and private instruments; attention will be given to historical as well as current developments. The course will involve class discussion, outside lecturers from among the experienced authorities in the field, special projects by the students, field trips, etc.

die Plastische Seele

Certain tenets of Biology, Chemistry and Religion and their interrelationships will be examined and discussed by the students and instructors. Questions such as the following will be asked:

(1) Did life spontaneously generate uniquely on earth or did it arise from a Creator?

(2) Is Darwinism the answer?

(3) What is a miracle?

(4) Is science amoral and require scientists to be amoral?

(5) Is vivisection justifiable?

(6) Is the homocentricity of man beneficial?

(7) Is God the ultimate omniscient computer?

(8) Are ideas induced by certain molecules (drugs)?

(9) Is mental disease the result of a biochemical aberration?

(10) If organ transplants are successful will death be eliminated?

(11) Is life the proper functioning of a complex interdependent enzyme system?

(12) Are "faith, hope and charity" essentially electronic impulses of phenomena?

Cross-Cultural Expressions of Contemporary Man

The course is designed to involve foreign and American students in meaningful interaction and discussions which they can relate to themselves and their position in the world. This will be done through a series of five two-day retreats during which topics announced in advance will be explored and discussed. Main emphasis will be placed on cross cultural implications of topics considered, and how these implications affect the individual and his role in today's world. Topic headings will include social relations, the family, politics, religion, the arts, international affairs, and any other the class feels would be relevant.

Non-Violence

An interdisciplinary course in which the theories and practice of non-violence will be examined from various perspectives, including sociology, psychology, philosophy, theology, etc. Films, guest lectures, and experiments in methods of training in non-violence will be included in the learning environment. Class sessions will be partly decentralized to allow for the study of special topics of interest to the individual. One week-end will be devoted to "peace games" at a mountain retreat.

Up-Tight Activism, or How to Beat the Establishment at its Own Game

The course will examine Fresno State College as an example of a highly structured institution of the American establishment. Possible routes for obtaining desired changes within the institutional structure will be explored.

The class will study all available documents relating to faculty, student and administration government at Fresno State College. The students, working in groups of two or three, will try to bring about desired changes by using their knowledge of the institutional structure to work within the system. Thus, we may achieve needed changes, we may answer the question of whether or not the establishment can be changed significantly by working within it and we may gain some insight into the level of commitment required to achieve change in this manner.

Activism Continued

College Assistant Program

A project developed by the Educational Opportunity Program to provide counselor aids for local high schools with minority enrollments.

Basic Mountaineering

"Useless waste of time...lot of hard work...must be nuts... not for me...what does it prove?"--typical observations of rational if not completely open-minded men. Yet increasing numbers of equally rational individuals are discovering in mountaineering a new dimension in personal fulfillment. For many it becomes a matter of total involvement, a way of life. The often times consuming attraction which climbing holds for some persons cannot easily be explained in words. Like other mind experiences, these things must be felt to be understood. Mind experience? Yes, the physical activity is merely the vehicle.

The course will provide training in equipment usage and techniques for mountain travel and climbing. Due to geographic factors emphasis will be placed on California rock climbing (e.g. Yosemite Valley). Classroom lectures, demonstrations, films and slides will be coordinated with seven field trips (4 one-day and 3 over-night--total ten field days).

Non-technical factors in mountaineering (historical, phychological, social and philosophical) will be explored through supplemental reading, group discussion and individual study projects. A paper will be required.

Experiment in International Living

Students participating in the course will live at the International Living Center--two Americans and two foreign students to an apartment. During the semester long living-learning situation students in the course will examine the dynamics of their living group and their own personal reactions. Besides the group living experience, students will attend two lectures per week where applied concepts of cultural differences and the psychology of groups will be discussed. For larger sized and varied group experiences, four week-end retreats will be held.

Language Acquisition

The course will focus on first language acquisition in preschool children. The subject matter will be divided as follows:

(1) The biological basis of language.

(2) Observation and analysis of language behavior.

(3) Mentalistic and behavioristic theories of language acquisition and grammatical theory.

Students will conduct research based on observations of children's speech and will relate their observations to theories of language acquisition.

Structures of English and Spanish

An analysis of the structure of English and Spanish emphasizing the points of greatest similarities and differences with a view toward providing the basis for the preparation of teaching materials in both languages.

Biology and Society

A study of recent biological discoveries which bid to have a direct effect on the future of man and society. Included will be genetic engineering, organ transplants, population control, food supplies, chemical and biological control of pests and diseases, air and water pollution, and environmental protection.

Draft Counselor Training

This course is designed to train draft counselors, not to give counseling itself. Therefore, it will be open only to those people with a sincere desire to counsel others upon completion of the course. The main focus will be on understanding and interpreting Selective Service law. Draft resistance, courtroom procedures used in S.S. cases, emigration, and several other related topics will also be discussed. Guest speakers from various disciplines and political affiliations will be presented.

Meditation and Communication of Inner Experience

This class is designed to teach the student meditation and to teach about meditation. It will be taught by the Monks of the Christian Yoga Order, in Virginia City, Nevada, over a special telephone hook-up. The class will not emphasize the history of meditation, but will instead stress the individual experience with major emphasis being given to Shum, a language created to aid in the study and communication of one's inner state of being.

In addition to the regular telephone classes, there will be visits by the monks to the class at Fresno State College, various supplementary materials, such as tapes, and slides, and tele-lecture by Master Subramuniya, founder of the Christian Yoga Order, and creator of the Shum language. There will also be one week-end trip to visit the Himalayan Academy Ashram in San Francisco, and the Mountain Desert Monastery in Virginia City. Students will be required to participate, and the expenses will be approximately $35.00, excluding transportation. Students will generally spend 1/2 to 1 hour daily in meditation and study.

Integral Approach to Cultural Synthesis

The course will present the integral approach of Sri Aurobindo, which includes the philosophical concept of integral nondualism, and the integral yoga. Because the subject matter will be new to many students it will be approached via the psychology of Dr. Carl Jung, and the concept of "embeddedness," as presented by John Gardner, former Secretary of Health, Education and Welfare in his book Self-Renewal, which presents a point of view that is in many ways compatible with that of Sri Aurobindo.

Following the "laying of the groundwork" considerable opportunity for democratic selection of the subsequent areas to be studied will be afforded the students. The course will be geared to enable students to gain an understanding of the philosophical and psychological aspects which are needed in forging a viable cultural synthesis within a nation or a community.

The course will, with that background, deal with the practical aspects of organization structure, as that structure is operative in public education, in government and in industry. To integrally achieve cultural synthesis while working and living in the various organizations is the ultimate objective.

Literature and the Film

The central purpose of the class is to develop an approach to the film that will disclose its close relationship to modern literature. Basically the course will proceed from the examination of films derived from literary sources, to a more detailed discussion of filmistic techniques used in relatively literature-independent films. The class will culminate in an analysis of the synthesis of the two art forms, exemplified by Robbe-Grillet's works and by those of Goddard.

Customs and Traditions of India

This course will deal with the culture of India. The Hindu social order--the mainstream of Indian Society--will be the focus of discussion.

The subject areas will be: (1) essentials of Hindu religion, (2) customs and traditions that grew with the religion and the use of idols and symbols, (3) the institutional set-up: family, marriage, education, caste system, group spirit vs. individualism, (4) prominent exponents of Indian culture and religion: Ramkrishna, Aurobindo, Vivekananda, Tagore, Gandhi, and Radhakrishnan, (5) a cross-section view of the Indian society as seen today.

Group Dynamics Center

The Group Dynamics Center is a new program at the College. It is a three-year experiment in educational innovation, an attempt to find new approaches to understanding human behavior. We are concerned with flexibility and involvement: flexibility in terms of course content, scheduling, and the testing of new kinds of educational experiences; involvement in terms of the personal commitment of students and staff in a mutual learning experience.

> While we are not bound by any particular categories, we will focus, for now, on three general concerns: personal growth, group interaction, and community development. To move toward fulfilling these concerns, we will use a variety of approaches: basic encounter groups, fantasy, art, meditation, marathon groups, conflict resolution, and organization development laboratories--in short, anything we can think of that will contribute to individual, interpersonal, and social development.

> This is where we are now; we are experimenting and we will change. Course content, activities, scheduling, and emphases will remain open for this change, but we will retain the underlying assumption that there is a significant place in the education process for the exploration of the self and the relationship of the individual to specific others and to the society in which he lives.

Courses:

Marathon Groups

Participants will spend up to twenty hours in a single group session which will focus on the person's perception of himself, his relation to others, and the processes of group development. Marathons will be held overnight at locations to be identified later. A fee of approximately $6.00 will be charged for each marathon to cover costs of food and lodging; reading materials will be provided.

Six Marathon Groups will be held during the semester. Each will be led by two trainer-instructors, as indicated below. A student may take a maximum of two such marathons. To earn one unit of credit, a student must participate in one overnight marathon and write a paper relating the experience to appropriate readings.

Marathon Project

Students who participate in a Marathon Group may earn an additional unit of credit by doing directed readings on a major project in Group Dynamics and submitting a paper integrating the readings and his experience in the Marathon. Limit: 1 unit a semester. If a student wants three units of marathon credit, he should sign up for two Marathon Groups and the Marathon Project.

Basic Encounter Group

The encounter group is a laboratory for human relations. By his participation and observation a student can learn about the social forces that mold his image of himself and influence his behavior. It is a free environment where people can explore the inner world of their perceptions, thoughts and feelings, and their interactions with others. It is a vehicle where honesty and intimacy can develop, where one can care and one can learn how to help others. A basic encounter group experience is often considered essential for those who go into the helping professions (social work, psychology, ministry, teaching, etc.). It encourages a person to understand his impact on others and aids him in developing a high level of interpersonal competence--the ability to be sensitive to and respond helpfully to others.

Personal Growth

The 162 series in Group Dyanmics emphasizes individual exploration of the self and interpersonal relations. While group activities may be involved, the following courses will focus on the unique characteristics and personal growth of each person enrolled. To do this, especially tailored experiences will be developed for each individual, and he will be free to explore activities appropriate to his needs and interests. In most instances, students will meet with their instructor in individual sessions.

Dreams, Fantasy, and Active Imagination
The course is designed to tap the often unused or ignored unconscious creative sources. We will practice and use the Jungian technique of active (participatory) imagination. Dream and fantasy material will be used for individual projects. We will also explore the current literature on fantasy and related phenomena. The emphasis will be on unconscious processes and creative production.

On the Boundaries of Self
Consider the prison cell that you live in. Think of the restraint of social roles (man, student, husband, wife, female, sociology major, strong, etc.) that are you. How much have you changed, basically, in five years? What are your self dimensions? How have others' demands lost you your awareness of individuality, of substantial self, of real continuity?

The "course" proposes to provide a vehicle for the revelation of your "inner witness" (to use Richard Alpert's phrase). The students will be free to explore, discuss, and use a variety of methods to understand their concept of SELF, including meditation, sensory awakening exercises, play, risk-taking exercises, fantasy, encounter marathons, and individually tailored self-exploration projects.

The goal of the experience is to identify and understand the personal symbols and boundaries (or restraints) of the person's self-concept. This, hopefully, will enable the person to test the boundaries, to press their limits and to examine the consequences of their violation, and to choose whether to maintain them.

The Dyad
The course will emphasize two-person relationships. While attention will be given to the empirical and theoretical literature on dyadic relations, the course will focus on personal experiences; students will participate in special dyadic exercises and other laboratory experiences emphasizing interpersonal relations. Each student will spend from eight to ten hours each week in dyadic activities, including intensive, superifical, extended, short-term, sudden, cooperative, conflictual, and intimacy dyads. Students who enroll must be willing to experience high involvement in interpersonal relations and examine, in depth, their feelings about themselves and others. Dyad reports and other written work will be required.

APPENDIX K

San Diego State College

Experimental College Course List
Fall 1969

Witchcraft
A definition of witchcraft and a subsequent discussion of techniques.

Readings in Marxism
We will read and discuss The Communist Manifesto, Wage, Labor and Capital, The Gotha Program, and other essays.

Mysticism
An explanation of the what's and why's in the universe, leading to soul travel. The soul realms are beyond time and space. Also, many handy words of wisdom that may make life a little easier, more fun, and exciting.

Elements of Corrosion
To discuss the basic concepts of metal errosion, types, causes, testing and possible cures for corrosion. A basic course in Corrosion Engineering.

Liberation: Male and Female
There are four areas I'd like a group of us to involve ourselves in. I'd like to begin with a rap on the Women's Liberation Movement, and go on to look at male oppression, the family, and sex and sexuality. The class will run for just eight sessions and I'd like to keep the same group throughout. That means an informal commitment to stick with it in order to develop a real process. It also means discouraging late-comers or one-time visitors, elite as that may seem. Suggested readings: 1969 March/April issue of Motive (double issue on Women's Liberation) and Frederick Engels' Origins of the Family, Private Property and the State.

Filmmaking
A place and time for sharing experience and equipment for filmmaking.

Introduction to the New Testament
Language, text, versions, authorship and dominant ideas of the earliest body of literature of the primitive Christian community viewed as ancient history, world literature, devotional manual and ethical constitution.

Apollo and Dionysius--Order and Revolution
Talking about religion and psych from inside the revolution, what do we say? We get it together and work it out. Books: Apology for Wonder by Sam Keen and The Making of a Counter Culture by Theodore Roszak.

Mediterranean Folk Dancing
Greek and Israeli plus others. For beginners as well as more advanced people. Everyone will be involved in teaching.

AM I A C. O.?
The requirements for draft status I O or I AO. The history of conscientious objection in America. Discussion of readings and opinions on conscientious objections. Discussion of alternatives to war.

The Second American Civil War
Is the U.S. drifting toward a second civil war? Are we living in revolutionary times? These questions and related ones will be considered by this class. We will first examine the New Left and other radical movements of the 1960's and, based on this, try to project some trends about the future.

History of American Trotskyism
The course will be an objective presentation of the historical development of the Socialist Workers Party beginning with the first ten years of American Communism. Special emphasis will be placed upon the difference between the political philosophy of Stalin and Trotsky.

Communal Living
A look into the dynamics and problems of communal living. With emphasis on the integration of sexual, political, and educational experiences.

Black Power and Black Theology
A study of the writings of James Cone, Malcolm X, Eldridge Cleaver and Earl Neal. An understanding of God and Christ as interpreted from the perspective of an angry Black Christian .

An Introduction to Scientology
A study of the theory and application of Scientology, including information and practical drills to make you more causative, increase your ability to handle responsibility and teaching you efficiency in communication.

Developing a Social Service Agency
This course is designed for students who want a meaningful involvement with other individuals and with the San Diego Community NOW! A social worker is attempting to develop an agency oriented toward helping individuals with problems in this community accomplish goals of their own choosing. The class is intended to be a participatory undertaking of colleagues interested in offering solutions to existing social problems

Breakfast and Talk
Start the day with coffee and conversation.

The Guided Life or How to be a Successful Failure

This course deals with how to live life. It is aimed at those who want to live the most harmonious life possible, yet have found the world confusing and difficult to cope with.

Hand Graphology

The use of handwriting analysis for personnel selection, for character analysis, to detect forgeries. Handwriting instruction in schools. Handwriting of persons suffering from mental diseases.

Candlemaking

Learn different and interesting techniques for beginners; intermediate, advanced. Everyone will accept new ideas.

The Social Impact of Science and Technology

Graduate class in engineering. No prerequisites are required. To make it a successful experience for all, each student must be willing to accept responsibility for attending all of the sessions and a term assignment which will constitute an in-depth study on one of the prime topics within this field of interest.

Bi-Lingual Shorthand

For girls interested in getting good jobs as bilingual secretaries. Speaking two languages is a *must* for the course.

Joyous Cosmology

An exploration into the nature and potentialities of consciousness; investigation of methods of consciousness expansion; the nature of the mystical experience.

You're a Woman, So What?

The changing role has created new problems and hangups for women; let's get together and talk about them.

Communication Blocks

Let's delve into the problems of communication. I would like to concentrate on an attempt to figure out how we set up blocks to effective communication, why, and above all how we can remove these blocks.

Zen

Introduction to Zazen; emphasis is on practice of Zen sitting. Initially there will be discussion, based on reading of *The Three Pillars of Zen* by P. Kapleau. Actual sitting in Zazen will be stressed from third or fourth meeting.

The Tao and Zen of Human Encounter

Practices in processes which lead to personal growth and expanding experience.

Yoga for Beginners Like Us
A bi-weekly get-together to do Hatha-Yoga exercises and smell incense.

"Go" Now--For Tomorrow
A coming together of dedicated novices interested in mastering the oriental "Go" game. Limited to six beginners and any number of experienced "Go"ers.

Basic Biblical Stuff
"How to find some sense in the main plot of the Bible, and not get lost in the underbrush." In order to have a self-consciously Christian-humanist stance and life-style in a relativistic and technological age.

San Diego Media
The San Diego mass media could do a better job of covering community events and news, but first you have to do your part. Learn how to write press releases, public service copy, put together a public affairs show, and work with the area mass media.

Workshop in Non-Violence
The study and application of non-violent power. Examination of the root causes of violence and its manifestations in American society; creation of non-violent alternatives for social change.

Guitar Workshop
Beginning-advanced guitar players get together and learn guitar together. Need for advanced players to teach beginners.

Herman Hesse
With Hesse's help, we will think about our 'situation.'

Basic Principles of Objectivism
To present the philosophy of Ayn Rand in a comprehensive form, discuss its implications, and apply its principles to SDSC education.

Avante Garde Theology
We need to understand revolution--because we cannot escape responsibility for the outcome of life; the stakes are high--the future of man, the scale of justice, the quality of freedom, the shape of society.

Beginning Ice Skating
Learn skating for fun! Learn how to go forward. backward, forward cross-overs, backward cross-overs! Figure eights and edges! Fun! Fun! Fun!

Reflections on the Greeks: Past, Present, Future
A short, brief history of past events will be followed by any direction the class wishes to pursue.

Confrontation and Encounter
Discussion of general semantics, case studies, and practice in the group. Simulates situations observed and analyzed. Some practice with encounter "techniques." Emphasis is on clear verbal communication.

Women's Liberation: A Creative Process
The Women's Liberation movement is on. We can learn, teach, and create together. Come and be with us.

Education Reform Library
I have been gathering material all summer for an Education Reform Library. Would now like to share this material and the process of putting it all together with other people.

A Reflective Approach to Hair Care
The psychological and physiological aspects of hair grooming. Your image of yourself, other's image of you; the care of your hair from a biological standpoint.

Ideas for U.S. Constitutional Reform
An attempt to discuss thoroughly and arrive at a just statement of the principles of liberalism that many of us feel today ought to be our national guiding lights--a kind of contemporary Neo-Federalist Papers.

The Opening of the Way
The first step beyond the portals guarded by the sphinx has been taken, we must now begin to approach Anubis and meet Typhon, the time has come for the waters to flow to the Nile. (This class is a continuation of Paths of the Tarot).

Soviet Psychology
Will study the rise of psychological thought in old Russia and the new Soviet Union, the speaker will contrast Eastern European and American developments, especially in reference to psychoanalysis, education, child theory, pathology, etc.

An Ethic for Radical Politics
A theology of revolution. We will go to different parts of the San Diego area and view the sunset trying to experience how the "life-myth" of the local citizens see it. Then we will discuss ways of liberation for a political sunrise.

Human Environment Class
A look into the different possibilities of improving the place we live.

The Theory of Poetry and Creative Writing
A study of the question of what is the essence of poetry.

Liturgical and Church-Musical Classics of the Western Church
A survey of the Western church-musical and liturgical tradition from Gregorian thru Renaissance and Reformation to modern Continental with recordings.

Black Literature (Special Class)
This is a regular college class which meets in small groups on Thursdays. Those wishing to participate may join in on the discussions. A look into the literature of the American Blackman.

The Psychedelic Experience
Psychological, neurological, spiritual and related aspects of psycho-chemicals. Semi-structured presentation.

Intermediate Guitar

Building a Counter-Culture

Industrial Arts

Acting

Studies of Barrio Community Organization

Beginning Spanish

Introduction to Swahili

Draft Information

APPENDIX L

San Fernando Valley State College

Experimental College Course List
Fall 1969

Where It's at in Secondary Education--Maybe

Human Understanding

APPENDIX M

San Francisco State College

Center for Environmental Education
Credit Course List
Fall 1969

Humanities and Ecology: Education for the New World

An historical and up-to-date perspective of the "Ecological Crisis" through the interrelationship of Humanities and Ecology studies. Considerable information concerning classroom aids, extracurricular programs and conservation education guides will be compiled and presented for class evaluation and study.

This course is directed toward elementary and secondary school teachers. It is recommended for individuals with some background in the Humanities.

Other Ways: Herbert Kohl and the Other Ways Staff

A series of explorations in Environmental Education. Other Ways, affiliated with the Berkeley Public School System, is developing new approaches to student-teacher-community relationships, environments and "curriculum" in the urban schools.

The course, located at Other Ways, will examine materials, approaches and work of the project and will include discussions, lectures, happenings, environmental designs, drama, painting, playing, projections, plans, curriculum, students, poetry, and other things of interest.

Black Elementary Education

The course will involve a realistic approach to the teaching of black youngsters in the urban setting.

(1) The class will explore various teaching methods.

(2) The class will develop truly creative (unheard of) curriculum changes.

To enhance the development of a realistic black curriculum people highly knowledgeable in the areas of black drama, music, religion, science, math, etc. will be invited to participate in the class.

The Experimental Community School

An investigation of the work, purposes, problems and possibilities of experimental community schools. The course will focus on local community schools as well as similar schools throughout the nation, the environments in which they exist and the effects they have on the environment.

The twofold emphasis of the course will be:

(1) The study of community experimental schools--what they are, how they function, how to start and maintain them.

(2) The implications of work in these schools for the constructive change in the public schools.

Participating in this course will be people working in experimental community schools throughout the Bay Area. One potential outcome of the course is a "manual" for starting and developing community schools in varied content.

Man, Environment and Education: The Bio-Social Imperatives

Beginning with an examination of environmental crises, the course will explore alternate ways of educating children to both meet the complex demands placed upon them and to gain pleasure and fulfillment from their environment.

We will aim toward educational processes that consider the interrelationships and problems of the earth as a community. The course will consider affective learning, social and biological ecology, automation, media, and alternate schools in terms of their implications for environmental design, ecological survival, human relationships and educational models. Included will be guest lecturers, students, sensitivity and encounter, design, discussion and materials.

You, Me, the Chicanos and the Schools

This class is planned as an opportunity for its members to discover themselves and Mexican-Americans politically, socially and emotionally. The emphasis of the course will be upon discovery of differences and similarities between Mexican-Americans and other ethnic groups, problems of communication, their implications for the Chicano in the public schools.

We will use as a group Gestalt and Encounter techniques and selected readings.

Joy in the Classroom

This course is concerned with setting up an environment in the classroom such that learning becomes a joy experience. Joy in the teacher is seen as a prerequisite for joy in the classroom. The course will supply the elementary teacher with tools and techniques through which this may be realized. Learning theory will be used as background for the idea that pleasure in learning creates a more effective student. Included in the class will be some work with improvisational theatre as a method of making the teacher more aware of his own sensitivities.

The Indian Community and Education

Stalwart warriors, brave and stoic hunters crowned with eagle feathers and war paint. This is the white man's American Indian. This is the powerful savage pictured in the history books of his conquerors. Outside of these lies exist the Indian people.

This course will explore the realities of the Indian experience. No one single person can speak for all Native Americans. Therefore students will meet and speak with leaders from many segments of the Indian community. This course will concern itself with the Indian viewpoint of the "Great American Saga" and the realities of contemporary life and education as he himself experiences it.

Improvisation for Teachers

The course will involve the teaching and creative development of group improvisational techniques, emphasizing the development of multi-level communication among individuals in order to create artistically whole improvisational pieces.

Within the context of improvisational work, the teacher will be given a clearer insight into the limitless possibilities of "thinking on one's feet" while also gaining a more vivid image of where his own sensitivities lie.

Political Unrest and the School

Focusing on the continuing wave of disturbances, the class will examine the structure and environment of the American political system and its most significant current manifestations of instability. School upheaval will be considered in the light of such factors as economics, psychological instability, ethnic conflict, and war-oriented production. The course will then go on to talk about education for objective social change in view of the problems and relationships considered.

San Jose State College

Experimental College Course List
Fall 1969

The Unprecedented Crisis

In response to the request for relevancy in education and to our concern over the crisis which is facing our natural and man-made environment, Experimental College is presenting a semester long series dealing with this urgent problem.

We have elicited the help and support of a great many highly qualified and knowledgeable professionals and laymen who are deeply committed to the proposition that our earth and its resources are too valuable to be used with arrogance and ignorance.

Scholar-In-Residence: Dick Gregory

Working in cooperation with the College Union Program Board we are pleased to announce that Dick Gregory has accepted an invitation to be this year's Scholar-in-Residence. He will be on our campuse four times during the 1969-70 school year, twice during the fall semester and twice during the spring semester.

Radical Life Styles

This course is being structured for people who have been or who intend to be political radicals. It is for people who either are within the movement or have been through it and are now struggling to find meaning in their own life styles while at the same time retaining a commitment to work for the change of our social and political environment.

Some questions for discussion will be: How can we as a particular subculture relate to other groups of people in our society? How will we relate to each other? To older people, to business, and to government? Many of us feel that radical change must occur in the general society and an important question to ask ourselves is how we can effect this change and still keep ourselves well fed.

The group will have no "teacher" or leader. Rather, analyses and ideas will be developed collectively.

An Introduction

An understanding of Marxism is essential to an adequate understanding of the present conflicts in the U.S. and the rest of the world. Since Marx's own writings have proven a bit too heavy for an introductory course, we will read about and discuss Marx's basic sociological and economic ideas from secondary sources (Fromm, Bober, Lenin, Mehring). Putting into practice the subject matter, we will all teach one another and will learn from one another--no spoon feeding, no ostriches need apply (unless for purposes of unsanding).

World Communications
This course offers multiple rewards: an opportunity to evaluate world news reporting from an around-the-world outlook versus the strictly U.S. predigested view. The technique involves the use of short wave radio reports and the perusal of various foreign news publications; an opportunity to do intellectual sparring with Dr. Ibraham and other students interested in the critical analysis of news reporting here and abroad.

Non-Authoritarian Education
This seminar is designed for the purpose of some hard-headed, hard-hitting discussions about the purposes and direction of education. Our institutions of education are at a crisis point and we need to discover some remedies for the disease. We will discuss the possibilities of visiting some of the experimental education projects being tried out in various parts of the Bay area.

Prejudice
An examination of the prejudice of the class participants. Enrollment limited to students willing to examine and discuss their own feelings toward minority groups.

Method primarily group discussion with some background mini-lectures. Class will be limited to twenty students.

Sex and Racism
A "team" seminar concentrating on the so-called "sex myths" surrounding the black man in this country. Special emphasis will be placed on the effects these myths have had on the family structure on the black community.

The course will recapture the pre-civil war relationship between blacks and whites, and trace it through history concentrating on four major topics:

The White Woman
The Negro Male
The White Man
The Negro Woman

(These four major topics are taken directly from the text)
Text: Sex and Racism in America, Calvin C. Hernton

Suggested reading materials include:

Look Out Whitey! Black Power's Gon' Get Your Mama! - Lester
Black Rage - Cobbs and Grier
Soul on Ice - Cleaver
Another Country - Baldwin

Because the course is a seminar, enrollment will be limited to twenty. Exceptions will be made only by the instructors.

Post-Revolutionary America

Or - what shall we do with this country when (if) we get it? We will discuss constructive alternatives to the present system.

Experience with Emotionally Disturbed Children

This class offers the student an opportunity to function as part of a professional and para-professional team in a therapeutic nursery school for emotionally disturbed children. Following an initial session of observation, the student is given in-service training. This class can be a valuable learning experience for anyone entering into education, psychology, social work, speech therapy, occupational therapy, nursing and other related fields. Previous experience with children is preferred but not required. Limited enrollment.

Youth Workshops, Inc.

Young people from the West side of San Jose have little in common with young people from the East side. As it is, our community has few constructive activities geared to today's youth. Those activities which do exist are seldom available for them to share with one another. What results are regional activities which tend to further separate these two groups.

Since cameras can be a means of self-expression as well as a way to get young people together, a non-profit organization called Youth Workshops, Inc. is setting up a film and photo workshop. Reference books, equipment and persons with knowledge of photography will be available at the shop. Equipment will be checked out to an individual for periods of up to one week and then he's on his own. No one will be told what pictures to take or how to take them. Rather, as an individual meets difficulties someone will be around to help him if asked. While learning about photography one can also learn about himself and his relation to others. The latter is the main aim of the workshop.

At this point we have a building which we are remodeling. We are a legal non-profit corporation, there are 15 people with backgrounds in photography who are ready to help run the shop and foundations are being contacted for funds. We need people to help run the shop, people to spread the word about the shop once it's opened and most important, leads for funds and equipment.

If this shop works well we will then try to set up an auto shop, a music workshop, and possibly an arts and crafts workshop.

Draft Counseling

In keeping with its objective of providing services which offer students immediately pertinent and personally valuable information, the Experimental College is continuing to sponsor counseling for young men who have questions concerning their obligation to the draft.

Primarily counseling will be aimed at providing the counselee with accurate information which will allow him to intelligently evaluate and then choose one of several courses of action ranging from volunteering for military service to responsible non-cooperation or deferment.

Non-Violence and Social Change

Each semester "Shorty" conducts a discussion group dealing with the troubled areas of our society and the relevancy and application of non-violent techniques in dealing with them. Can social change be effected non-violently, can racial tensions be dealt with non-violently, can international conflicts be solved non-violently? These and other questions will be explored by the participants.

Iconoclasm for Iconoclasm's Sake

The four walled chaired experience will consist of equal portions of demagoguery, insolence, boredom, psycho-drama, sensitivity, euphoria, and psychoses that can be assimilated into our singular selves, all proceeding to the realization of the absurdity of our unstructured structuredness, and the circular process that propels us to demand a relevant education in an irrelevant society.

Marxist-Deleonism

This course concerns itself with scientific socialism, the principles and platform of the Socialist Labor Party, and the works of the man who had such a heavy influence on these, the American Socialist Daniel DeLeon. Lenin said that this man was "the only one who has added anything to Socialist thought since Marx."

Members of the Socialist Labor Party will be present to talk on a wide variety of subjects, including the reasons for the fragmentation of both the "new" and the "old" left; the very basic concept of Socialist Industrial Unionism which was the basis of the IWW. These, as well as subjects of interest to those attending, will comprise the course content.

If you feel socialism is the answer, if you are curious about socialism, if you want to add to your knowledge of socialism, you are urged to attend. Nothing is desired less than blind or bland faith regarding anything asserted--challenges are welcomed.

Greek Drama

This course will deal with a presentation and discussion of the great classical Greek dramas. Through discussions we will analyze the meaning and significance of these dramas and attempt to show their continuing significance to contemporary man, his personal and social problems.

Reading materials will be suggested from time to time and will be available in the college library.

A Personal Look at China

Conversations with a Chinese National pointed toward an in depth understanding of China today.

Hot to Get High on High-Fi

Our class purpose will be to define good sound. We will look into high fidelity component systems with emphasis on specifications and precisely what these mean. A guide to buying high quality components will be discussed. Care and maintenance of equipment will be presented. Questions of a technical or elementary nature are of course encouraged.

Jazz Dancing

A class in jazz dancing for those who want to warm up with jazz exercises, learn jazz routines, and try some jazz improvisation. This will not be "modern dance" but will lean toward "cool" West Side Story dancing, "blues" dancing and rock soul dancing. Everyone is welcome, including beginners and especially guys! Come even if you don't know how to dance.

Guitar

Beginning Classical technique, plus the rudiments of reading music.

Requirements:

1. Half an hour of hard work EVERY day (7 days a week). Two half hour practice periods per day will give you THRICE the benefits of one.

2. Access to a nylon string guitar, preferably Classical style and full size. If you can't borrow one, think in terms of $40 and up. Free information to help you in your selection will be available. A few instruments are on hand for rental at $1 per week with a $20 deposit.
3. Very short nails on left hand, medium short on right.
4. Suggested text: for serious Classical students: Carcassi Classical Guitar Method, New Revised Ed/#0-762 ($2.50). Adequate mimeo sheets will be supplied free.
5. Please - no miniskirts. Classical technique requires full skirt or slacks; shorts are second choice.

You will learn:
How to read music and relate it to the guitar; how to study; most effective practice methods; correct guitar, body and hand position; chromatic scale; C Major scale, six Arpeggios.

Astrology

This will be a course geared to beginners. We will study the mathematics of astrology, how to cast natal charts as well as various other types of charts and will discuss the interpretations of the charts.

Neo-Religion

This course will deal with psycho-chemical, as well as some non-chemical means of consciousness expansion or "God Seeking."

Universal Principle Research

From every walk of life in every corner of this world people are yearning for peace and for a definite end to all human suffering. The young and old alike are searching for a more humanistic and a positive direction, which will give them a strong confidence to pursue a worthwhile life.

Once we clearly understand the ultimate cause of all human suffering and conflicts in all aspects of life--and the method to resolve them--we can then begin to actualize concretely, a new hope for real peace and harmony within ourselves as well as in our world.

The purpose of this course is to examine and to put to test some universal principles about a fundamental way of living that can give man the rational understanding and the positive inner confidence to overcome many of the present paradoxical situations in life and to live with a clear purpose and direction. When conflicts are resolved and truth or rightness is restored to human life, we can begin to live more meaningfully and joyfully in relationship to ourselves and to each other.

The Principle encompasses the various fields of politics, economics, science, philosophy, religion and education. This group will work to put these ideas into action and simultaneously effect a change in our society in a positive, constructive way.

Learning to Listen

Meetings are held in a constructive framework of frank, open discussions. Emphasis is on learning how to listen to the whole message being conveyed by people--posture, body movements, voice tones are examples of important indicators of the real meanings behind the uptight society. In learning to listen to others we become more aware of our own failure to express true feelings, and through practice in a constructive atmosphere learn to speak more easily and truthfully about ourselves and our problems.

The group will be limited to 12 new members.

Encounter

This will be an encounter with others to develop self awareness and then to move toward an understanding of one's personality impact on others. The emphasis will be on a relaxed, sharing, and trusting atmosphere. Rosily is a psychiatric social worker and experienced group leader.

Group enrollment will be limited to ten: 5 men and 5 women.

Breakthrough

Breakthrough is an open-end encounter group run by an experienced leader. It will be most effective for those at ease with the encounter communication experience. In some cases the going may get very heavy as the techniques of psychodrama and non-verbal relating are liberally employed. Expect an intense experience and be prepared to free yourselves of contrived and artificial props.

Be prepared to attend regularly.

To Become a Family

We have combined verbal, non-verbal and meditation techniques into a combination encounter-sensitivity course. Now we'd like to find a "family" with whom to share this. Our goals are to be honest, intimate, loving, gentle and free from fear. We want to have fun as we grow. We will begin at an elementary level and, at the family's discretion, work toward advanced encounter.

Size: 12 men, 12 women
Cost: 50¢ per person per session. This will be used to cover the cost of a beverage during the break, for the instructors' transportation and their baby sitting charges.

Experiment in Euphoric Living
This is a class not bound by the four walls of any classroom, or any room for that matter since it is held outdoors. Meetings will be in natural settings and we will try to keep all conversation at a meaningful and honest level. We will have encounters based on a "here-and-now" approach; sessions for sensitivity and non-verbal communication.

Humanism: A Framework for Individual Values
"...to inspire, to comfort, to fulfill, to guide in the value choices, and to discriminate between higher and lower, better and worse, not to mention to produce Dionysiac experiences, wildness, rejoicing, impulsiveness..." (Abraham Maslow)

The foregoing will be our goal--though none should be surprised if we fall short of it.

Our emphasis will be on the exploration of individual values: what are our values and how satisfactory are they? The exploration will take place within the framework of humanist ethical systems.

Albert Ellis' book, The Art of Erotic Seduction, will be used as the text--a guideline to insure that we get into practical and meaningful ethical issues. The text will serve only as the stimulus. We will go as far as the imagination, intellect, and the experiences of the group permit.

The group will be limited to 20. Each member must purchase the text--it can be resold to the instructor at any time.

Art Jackson, the course organizer, was Assistant Director of the American Humanist Association for four years and is currently Executive Director of the Humanist Community of San Jose.

Basic Buddhism
Nippo Syaku, Bishop of the Nicairen sect of Mahayana Buddhism; International lecturer on Buddhist Philosophy, Art, Psychology and Literature; Professor at California Institute of Asian Studies, in San Francisco. The Bishop leads a study and discussion group in San Jose on Friday evenings. Bishop Syaku has spent much time in Rinzai and Soto Zen Monasteries in Japan. He himself and several Zen Priests will soon present Sunday afternoon programs in Hakone Gardens near Saratoga.

Help create a center for the...High teachings in this area.

APPENDIX O

San Jose State College

Experimental College Course:
"The Unprecedented Crisis"
Fall 1969

October 7, 1969	WELCOMING ADDRESS Dr. Hobert W. Burns, Acting President San Jose State College KEYNOTE ADDRESS "The Coming Destruction of America" Dr. Robin Brooks, History and New College San Jose State College
October 14, 1969	"The History of Urban Development in Santa Clara County" Karl Belser, Urban Planner, Past Santa Clara County Planning Director, Active Conservationist
October 21, 1969	"Pesticides and the Environment" Dr. John Hessel, Biology, Stanford University
October 28, 1969	"Politics and the Environment" John Zierold, Sacramento Lobbyist for the "Planning and Conservation League"
November 4, 1969	"The Politician's Responsibility to the Ecological Crisis" Alfred E. Alquist, California State Senator, Chairman, Joint Committee on Seismic Safety
November 18, 1969	"The Tragedy of the Commons" Dr. H. Thomas Harvey, Associate Dean, School of Science and Mathematics, San Jose State College
November 25, 1969	"Conservation as a Philosophy of Life" John Stanley, Biology, San Jose State College
December 2, 1969	"The Demographic Dilemma" Stephanie Mills, Class Valedictorian, Mills College, 1969, College Coordinator, Planned Parenthood
December 9, 1969	"Some Evolutionary Implications of the Current Pollution Crisis" Dr. Mark Lappe, Researcher, Cancer and Genetics Laboratory, University of California at Berkeley

December 16, 1969	"The Conservationist as a Radical" David Brower, President, Friends of the Earth; Director, John Muir Institute
January 6, 1970	"Institutional Response to Ecological Reality" Cliff Humphrey, Director, "Ecology Action"
January 13, 1970	"Total Environment Concept" Dr. Jen-Yu Wang, Director, Environmental Sciences Institute, San Jose State College

In response to the request for relevancy in education and to our concern over the crisis which is facing our natural and man-made environment, EXPERIMENTAL COLLEGE is presenting this semester long series dealing with the urgent problems of our ecological system.

We have elicited the help and support of a great many highly qualified and knowledgeable professionals and laymen who are deeply committed to the proposition that our earth and its resources are too valuable to be used with arrogance or ignorance.